DOCUMENT RESUME

ED 088 141 EA 005 764

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TITLE Summary of Responses to the Preliminary NIE Plan.
INSTITUTION National Inst. of Education (DHEW), Washington, D.C. Planning Unit.
PUB DATE Oct 71
NOTE 146p.

EDRS PRICE MF-$0.75 HC-$6.60
DESCRIPTORS *Administrative Organization; Archives; *Educational Development; Educational Objectives; *Educational Planning; *Educational Research; National Surveys; *Research Utilization
IDENTIFIERS *National Institute of Education; NIE; NIE Archives

ABSTRACT

The preliminary plan for the National Institute of Education (NIE) was sent to 492 persons in the field of education in order to elicit reaction to the plan. This document summarizes the 171 replies received by the NIE planning group, according to the categories of concerns raised by respondents. Editorial comments are included, as well as issues where a firm decision had been reached in order to reflect the thoughts and feelings of the educational field should these issues be reconsidered at some point in the future. In addition, a summary of responses is provided for each major interest or occupation area represented, such as educational researchers and school board members to determine any major differences between areas and to make data available regarding the particular concerns of such groups. The major issues of concern as summarized from all the replies resolve around the structure of NIE--its organization and its relationship to existing agencies and the director and staff. Concerns regarding the substantive plans for NIE center on educational research, the linkage of research and development with practice, the objectives of NIE, and the education of educational personnel. Those issues receiving little attention were the evaluation of NIE itself, curriculum, comparative education, higher education, foundations of education, and the transition from NCERD to NIE. (Author)

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NEPA Plan. Exhibit 0 Pertin.
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MEMORANDUM

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION

TO : NIE Planning Unit

DATE: October 2, 1971

FROM : Kathleen O'Keefe

SUBJECT: Summary of Responses to Levien Document

ED 088141

Attached is a copy of the summary of responses to the NIE draft prepared by Dr. Roger Levien. Only two of the nearly 200 persons who replied directly to Dr. Levien did not grant permission to release their responses to OE.

Besides the summary I suggest you read several of the letters.

1) Gregory Anrig's reply because of his knowledge of OE as an executive assistant to former Commissioner James E. Allen.

2) Robert Ellis of General Learning Corporation sent a letter which is perceptive in its dealing with the problem of linking R&D to practice.

3) Max Beberman's reply because of its detailed (20 pp) response to many issues. To some it may be of personal interest because it was written shortly before his death.

4) David Cohen's letter and article are grist for considerations on changing the Institution of education.

There are several bound volumes of the replies received by Roger Levien in the office of the NIE planning unit, if you are interested.

Susan Stairs can direct you to the charts I drew up in order to summarize the data.

I suggest that a research assistant examine the documents recommended in the "other sources" section of the summary, particularly those referring to other organizations. This seems to be a useful historical analysis and an important task in maintaining an openness to suggestions from the field. More importantly good information may be found this way.

EA 005 764

MEMORANDUM

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION

TO : Harry Silberman

DATE: October 1, 1971

FROM : Kathleen O'Keefe

SUBJECT: A Letter and General Summary of Replies to the Levien Document to All Respondents

In our conversation Sept. 13, 1971, we agreed that it would be a good idea to send each person who sent in a response to the Levien plan for an NIE a general summary of what the summary indicated. This would help to show that the NIE planning unit is trying to listen to a wide range of individuals concerned with education.

Attached is a copy of the general summary plus a draft of a letter to accompany the general summary. Note, that I offered to send out the detailed summary to those interested. I doubt that there will be many requests, but the openness in sharing this information will be good for the image of the planning group. It is information told to us by people who have granted permission to share the data.

Of the 171 replies sent to Roger Levien, I noted that only two individuals did not grant permission to share the letters with OE.

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Reactions to the Preliminary NIE Plan from the Educational Community

Kathleen O'Keefe
September 9, 1971

General Summary of Replies to the Preliminary NIE Plan.

Kathleen O'Keefe
September 9, 1971

The preliminary plan for a National Institute of Education by Dr. Roger Levien was sent to 492 persons in the field of education and /or interested in contributing ideas to education, in order to elicit reaction to the plan. In addition to those copies distribute by Dr. Levien, officials within the Office of Education also sent out a number of copies.

To date 171 replies to this document have been received and released by the writers to the NIE planning group These replies have been categorized, collated, and summarized in order to bring the various concerns and ideas to the members of the NIE planning group at the time the topics of concern to the letter writers, were being discussed.

A summary of all the responses was made according to the categories of concerns raised by respondents. Editoral comments were included as well as issues where a firm decision had been reached (ie. Secretary Richardson's testimony to Congress that NIE would report to the Commissioner of Education) in order to reflect the thoughts and feelings of the educational field if these issues are reconsidered at some point in the future.

In addition, a summary of responses was made for each major interest or occupation area represented, such as educational researchers, school board members, etc. This was done in order to determine any major differences between areas and to make available data regarding the particular concerns of such groups.

The major issues of concern as summarized from all the replies resolved around the structure of NIE - the organization, its relationship to existing agencies and the director and staff. Concerns regarding the substantive plans for NIE centered on educational research, the linkage of research and development with practice, the objectives of NIE and the education of educational personnel. Those issues which received little attention were the evaluation of NIE itself, curriculum, comparative education, higher education, foundations of education, and the transition from NCERD to NIE.

Below is a list of the categories of interest to respondents and and the number of responses each topic received from the 171 replies.

Organization of NIE	-86
Educational Research	-61
Relationship of NIE to Existing Agencies	-59
Linkage of R&D to Practice	-42
Objectives of NIE	-40
Director and Staff	-38
Education of Educational Personnel	-36
Other sources to consider	-36
Advisory Council	-32
Budget	-21
Methods of Operation	-18
Societal Concerns	-17
Assessment and Evaluation	-17
Miseducation of the Disadvantaged	-17
Technology and Media	-15
School Organization	-15
Research and Development Institutions	-10
Use of Resources	-- 9
Experimental Schools	- 9
Career Needs	- 7
Evalution of NIE	- 6
Demonstrations	- 6

Comparative Education	-5
Curriculum	-5
Higher Education	-3
Transition from NCERD to NIE	-2
Foundations of Education	-2

Within each of these categories there was no issue that was a concern to a large number of respondents Instead the reaction was quite diverse. What agreement there was showed:

1. A concern over the comparisons to other areas, such as medicine and agriculture on the bases that these fields were significantly different (results are more dramatic, easier to obtain, problems are more specific, and there is a profit motive). It was hoped that models be developed for NIE based on its specific needs, instead of borrowing the agricultural and medical models.

2. A questioning of whether NIE was really different from OE and thus whether new expectations for R&D in education were justified.

3. A concern that while NIE ought to be a high-level agency it should not be independent of the Commissioner of Education.

4. A number of suggestions for recording objectives and priorities.

5. A concern for the relationship between States and NIE.

6. A request by most major education groups to be included early in the planning stages of NIE and to be given membership on the advisory council for NIE.

7. A concern that the people consulted were not sufficiently representative of the education field. This concern was based on an examination of the names of those who replied to the Levien document rather than to the approximately 500 persons to whom it was sent.

8. A greater concern for the quality of personnel in NIE than the structure of the organization.

9. A very minor concern that a plan exist for the evaluation of NIE, itself.

The major education groups and persons working within a particular area were naturally most concerned with those aspects of the preliminary NIE plan that affected their work. However, many of the replies also showed a much broader concern for issues to be considered by NIE, candidly recounting past mistakes in their own area of expertise. The letters generally reflected much thought and care in the expression of ideas.

The preliminary plan for a National Institute of Education by Dr. Roger Levien was sent to 492 persons in the field of education and/or interested in contributing ideas to education, in order to elicit reaction to the plan. In addition to these copies distributed by Dr. Levien, officials within the Office of Education also sent out a number of copies of the report.

This document is a summary of the 171 replies received to date and released by the writers to the NIE planning group. It was realized that each person involved in planning NIE would not have the time to read all the replies and recall all comments pertaining to a particular issue. Thus, the letters were analyzed so that a summary of comments pertaining to each issue would be available to planners at the time decisions were being made and to indicate to those outside NIE that they were being listened to.

METHOD

Two dimensional charts were made which list the issues raised by letter responses in columns and which list the person making the response in rows. It was hoped that this letter-by-letter summary would be useful to planners in considering consultants, in requesting more detailed response to an issue, and in determining substantive political considerations.

The issues listed in the charts are those issues actually raised by respondents, rather than all possible or "most likely" concerns.

The categories sometimes overlap where the comments of respondents were also overlapping. Editorial comments were included as well as issues where a firm decision has been reached in order to reflect the thoughts and feelings of the educational field if these issues are reconsidered at some point in the future.

From these charts, a summary of all the responses was drawn up, according to the categories of concerns raised by respondents. In addition, a summary of responses was made for each major interest or occupation area represented, such as educational researchers, school board members, etc. This was done in order to determine any major differences between areas and to make available data regarding the concerns of special groups to NIE planners dealing with these groups. The two major summaries are not identical in that the reader will not find exactly the same statements in both summaries. Ideas had to be condensed more for the summary of all responses.

SUMMARY

The major issues of concern revolved around the structure of NIE - the organization, it relationship to existing agencies, and the Director and staff. Concerns regarding the substantive plans for NIE centered on educational research, the linkage of research and development with practice, the objectives of NIE and the education of educational personnel. Those issues which received little attention were the evaluation of NIE, itself, curriculum, comparative education, higher education, foundations of education and the transition from NCERD to NIE.

elow is a list of the categories of interest to respondents and he number of responses each topic received from the 171 persons ho replied.

Organization of NIE - 86

Educational Research - 61

Relationship to Existing Agencies - 59

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Other sources to consider - 36

Advisory Council - 32

Budget - 21

Methods of Operation - 18

Societal Concerns - 17

Assessment and Evaluation - 17

Miseducation of the Disadvantaged - 17

Technology and Media - 15

School Organization - 15

Research and Development Institutions - 10

Use of Resources - 9

Experimental Schools - 9

Center for Education Studies - 7

Career Needs - 7

Evaluation of NIE - 6

Demonstrations - 6

Comparative Education - 5

Curriculum - 5

Higher Education - 3

Transition from NCERD to NIE - 2

Foundations of Education - 2

Within each of these major categories there was no issue that was a concern to a large number of respondents. Instead the reaction was quite diverse. What agreement there was showed:

1. A concern over the comparisons to other areas, such as medicine and agriculture on the bases that these fields were significantly different (results are easier to obtain, problems are of a more specific nature and a profit motive is involved.) It was hoped that models be developed for NIE based on its specific needs instead of borrowing the agricultural and medical models.
2. A questioning of whether NIE was really different from OE and thus whether new expectations for R&D in education were justified.
3. A concern that while NIE ought to be a high-level agency it should not be independent of the Commissioner of Education (testimony has been given to Congress by Secretary Richardson to have NIE report to the Commissioner of Education).

4. A number of suggestions for reordering objectives and priorities.
5. A concern for the relationship between States and NIE.
6. A request by most major education groups to be included early in the planning stages of NIE and to be given membership on the advisory council for NIE.
7. A concern that the people consulted were not sufficiently representatives of the education field. This concern was based on an examination of the list of 171 names of those who replied to the Levien document rather than to the 492 persons to whom it was sent.
8. A greater concern for the quality of personnel in NIE than the structure of the organization.
9. A very minor concern that a plan exist for the evaluation of NIE, itself.

The concerns of the various education interest groups, like that of the total respondents, were diverse. What concensus there was is indicated in the summaries for each group.

The major education groups and persons working within a particular area were naturally most concerned with those aspects of the preliminary NIE plan that affected their work. However, many of the replies also showed a much broader concern for issues to be considered by NIE, candidly recounting past mistakes in their own area of expertise. The letters reflected much thought and care in the expression of ideas.

Summary of All Responses

59 (Total number of comments on this issue)
171 (Total number of respondents

Relationship to Existing Agencies

A large number of comments in response to the preliminary draft of the plan for NIE dealt with questions or concerns regarding how NIE would relate to existing agencies and how NIE would benefit from the experience of other organizations. (Comments relating to the Office of Education are considered in the section on Organization)

One of the major areas of concern was whether or not the analogies to areas such as medicine and agriculture were appropriate and hence, whether using NIE, USF or the Department of Agriculture structure would produce the type of structure of most benefit to educational research and development. Comments on this issue follow.

1. The analogies are inappropriate. The issues of education do not quantify easily. Medicine and agriculture are basically private enterpri es which treat problems that are specific in nature. Education does not. (7)*

2. The comparisons are inaccurate because there are no agreed upon values (objectives) in education. (3)

3. The charts comparing education to medicine simply show that the medical system is not very good. (2)

* The number in parenthesis is the number of persons who made the point.

4. The comparison to medicine is not good because the "dramatie results" of medicine do not occur in education. (3)

5. Do those working with the agricultural and medical agencies think that their organizational models are fit for replication? (1)

6. In using NIH and NSF as models have their failings in terms of their objectives and differences in organization and procedures due to different objectives been considered. (1)

7. In planning, consult more with NIMH than NIH because NIMH had to face (a) the problem of too rapid growth with funds outstripping qualified personnal and (b) a consistent drift to basic research with adequate strengthening of applied work. (1)

8. Parallels to NSF may not be appropriate. (1)

9. Comparisons to various areas show that dollars invested are not correlated with results. (1)

10. In comparing R&D budgets compare OE, not NCERD, to other agencies as NIH. (1)

11. The analogies to agriculture and the regional functions are good. The Educational Laboratories may perform some regional function but not all. (2)

12. The R&D comparisons to other areas are good. (1)

13. The comparisons of NSF to OE are unfair because OE has had only 5 years of curriculum projects while NSF has had 10 years. (1)

14. Concern was indicated over comparison to NSF claiming that NSF proposals by educators are discriminated against.

The relationship between State and local education agencies was another area which numerous persons commented on. The comments however, did not cluster around any specific issue.

1. Education, it should be remembered, is the responsibility of States. (1)

2. NIE plans show a realistic relationship to the State. (1)

3. Sixty percent of NIE's R&D money should be given to the States on the basis that university centered research has not paid off. (1)

4. States and local agencies should have a voice in planning NIE. (1)

5. Hopefully there will be a relationship between NIE and the Education Commission of the States. (1)

6. How can NIE help the SEA's and LEA's "respond to the individual need of youth?" (1)

7. There should be more govemance of education at the State and national level. (1)

8. How will the potential conflicts between NIE, SEA's and LEA's be dealt with? (2)

9. There is approval of the approach to strengthening the R&D capabilities of SEA's and LEA's . (2)

10. The relationship of NIE to states should be structured for policy input and the development of linkages rather than for developing state R&D capabilities. R&D is too complex for States to undertake. (1)

11. There was a request for more clarity on the relationship of NIE to States and other federal agencies. (1)

12. A national program of developing products and techniques related to State programs of adapting and installing such techniques was suggested. (1)

13. NIE should help State and local agencies justify the investment of part of their budget in R&D activities. (1)

The role of the Regional Education Laboratories and the Research and Development Centers funded by the government were also of concern.

1. Hope was expressed that NIE would not replace the labs and centers and prevent them from maturity. (1)

2. NIE should have a close relationship to the Regional Laboratories in order to strengthen them and advance their work. (2)

3. Labs and centers are doing basic research that should continue to be supported. (1)

4. A long-term committment to NIE is needed, not like the demise of labs and centers. (1)

Several comments were also received regarding ties between NIE and local education agencies.

1. There should be a direct relationship between urban schools and NIE. State Departments of Education do not have much interest in the problems of urban schools. (1)

2. Preference was given to more ties between NIE and LEA's rather than to universities. (1)

3. Do not form local consortia. Use established links such as the relationship of Regional Laboratories to LEA's. (1)

Other comments concerning the relationship of NIE to other agencies are as follows:

1. There is no need for another federal education organization unless it is truly interdisciplinary. (1)

2. How will NIE avoid overlap with other agencies and coordinate R&D among the agencies? (2)

3. How will NIE deal with internal bureacratic constituents such as OE's critics in OMB and OST? (1)

4. Include NSF and other academics in planning NIE, if they are to have an input into the institute. (3)

5. NIE, it is feared, will be the "domain of the educationist" as OE now is. (1)

6. How will NIE relate to education institutions? (1)

7. What will be the relationship of multiple level agencies to NIE? (1)

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Organization of NIE 171

A second substantial area of concern to those who commented on the plan for NIE dealt with the organizational structure. Here the major concern was with the relationship between NIE and OE. Separation of NIE from the Office of Education and more specifically from the jurisdiction of the Commissioner of Education (as is no longer the case) caused much of the concern. Comments regarding this organizational issue were as follows:

1. There should be a Cabinet office for Education. That rather than creation of NIE is the answer. (5)
2. NIE should report to the Commissioner of Education. (6)
3. OE should not be separate from NIE. (4) How will R&D then be coordinated? (1)
4. NIE and OE should be separate. (2)
5. NIE should be independent of HEW. (1)
6. Head of NIE and OE should be parallel and report to the Secretary of HEW so that OE is not over shadowed (2)
7. Having NIE parallel to OE simply leads to duplication of effort. (2)

Another area of interest and concern was how the organizational structure supported a new and different education institute. Here there was some concern that NIE would not really be different. Comments in this regard were:

1. The propcsed NIE is not really different from OE. (5)

2. The plan does not point out why given more resources OE can't do the job. (4)

3. Only the organization makes NIE different from the status given. That is not sufficient to "sell" NIE,(1)

4. A new organization and more funds won't necessarily solve the problems of education. (1)

5. NIE won't differ from the status given unless interrelationships are developed between the 4 objectives and personnel from various disciplines are found. The task is difficult because people from various disciplines tend not to cooperate. (1)

6. The scheme for NIE is not supported over alternative plans. (1)

7. Face the fact that NIE may be a new organization and an excuse for inaction. There are no suggestions, other than what is in the Levien document, for prevention of the growth of a bureacracy, but there are requests that the dangers of a bureacracy be recognized. (1)

Given the existence of an NIE separate from OE, there were a series of questions and comments regarding the relationship of the two agencies.

1. What are the objectives of NIE and what will they be when NIE exists? What is the division of labor? Will OE have an active development role? Will NIE implement new knowledge. (6)

2. A single national policy is needed between OE and NIE. (1)

3. How will competition with OE be avoided? OE will have to accept an "educational assistance role. (2)

4. What will be the relationship of NIE to OE programs as the Title I task force and various Title III projects? There could be much conflict and confusion. (3)

5. What R&D not in NCERD, but in OE, should be in NIE? (1)

6. NCEC can be a marketing arm for NIE. (1)

7. NCEC should retain R&D for quality control of its own programs.

8. There should be explicit communication lines between OE and NIE. (2)

9. R&D on the handicapped is seen as a mini NIE. However. it is good to leave it in OE because if the program is left alone it can serve as a pilot program for NIE. (1)

Comments regarding the specific organizational plan for NIE did not cluster around any issue. The various comments were:

1. The Director of Programs, Director of R&D and the Director of the Center for Educational Studies are not functionally distinct. (2)
2. It is doubtful that the Director of Programs should assume the task of direct operational responsibility for experiments on a large scale. Its grants and evaluation efforts should reach to all types of organizations. (1)
3. There is a possible conflict between the Center for Educational Studies and the Directorate of R&D which appear to be line functions with the Directorate of Programs appearing to be a staff function. An alternative would be to put all specialized staff in the R&D directorate and staff management in the jurisdiction of the Deputy Director. Then put work teams together for programs. (1)
4. An alternative organizational chart was proposed with a Division of Basic Research, a Division of Product Development and a Division of Product Diffusion. (1)

5. A communication coordinating group should be established in the Office of the Directorate rather than in the Division of R&D resources. The linkage function cuts across all of NIE .

6. The plurality of institutes in NIE is a good idea. But add an institute of Human Learning. (1)

7. There should be a Division of Elementary and Secondary Education. (1)

8. Multiple institutes should be rejected. (2)

9. There should be a series of institutes. (1)

10. Matrix management is a good idea but it failed in OE. Consider why it failed. (1)

11. The centers idea is good. The advisory council will make or break them. (1)

12. Matrix organization for extra mural research may lead to conflict and make it difficult to formulate different programs. (1)

13. A continuing R&D component is needed in NIE to consider the organization and the system so the problem can be avoided of a few persons gaining political power but making no headway in solving the problems of education. (1)

14. It is a good plan to have panels of those interested in an idea participate in key decisions. It is important to recognize the political power of the education establishment in accepting or rejecting an idea. (1)

15. The organization plan does not show a strong research. (1)

Finally, There were a series of comments regarding general organizational concerns, as opposed to specific proposals for NIE.

1. Will private institutions be included for NIE to work with (1)
2. How will NIE be free from the political pressures OE has? (2)
3. The establishment of the organization is not as important as hiring good men. (2)
4. A warning is given against the creation of special purpose institutes and researchers which are a liability when funding patterns change. (1)
5. There is a real need to prevert political interference. (1)
6. The organizational structure is so broad as to raise grant expectations, but not specific enough to promote confidence in immediate outcomes. (1)
7. More specifics are needed on how NIE will be operationalized and what its initial activities will be. (1)
8. The organization is seen as a tentative plan for Congress, OMB, etc., until scholars and researchers can decide what NIE can accomplish. (1)
9. The strength of the plan is in seeing that different kinds of R&D require different kinds of management. (1)

10. The size and type of institution changes the fundamental place of R&D for education. There is a need to think through the role and place of education policy formation. (1)

11. The NIE structure is good, but there is shortage of "good people" to make it work. If the present "in-crowd" is used, there won't be any significant results. (1)

12. There is skepticism of a "frontal attack" succeeding in an area that is basically sociological and political. Such an attack is best for technological issues. (1)

13. Regional interests and cultures should be emphasized rather than a national education plan. Forcing national goals is a problem for America. (1)

14. Point out what NIE will not be as well as what it will be. (1)

Director and Staff 38/171

The comments regarding the staff consisted of three main categories: selection of the director, staff members and procedures in relation to the staff.

The concerns for a director were:

1. Both the Director of NIE and Commissioner of Education should be level IV or V positions. (3)

2. The Director must be an educator. (1)

3. The Director is a key factor. The education establishment is suspicious that NIE is a cover to bring in industrial complex. A director like Krathwohl would help alleviate this fear. (1)

4. The Director should be limited to two terms of office. (1)

5. The Director should be a scholar and one who can work with informal education such as TV and technical education in industry. (1)

Suggestions and comments regarding the staff plan and staff selection were:

1. The flexible staff plan is good. (4)

2. More practitioners are needed on the staff to avoid the over-promise of results by those who do not understand the problems. However, there is concern that this might deplete school systems of R&D staff. (3)

3. Include organizational designers in NIE. (1)

4. Practitioners should be included in the planning as well as the operation of NIE. (1)

5. Can proposed "fellows" be foreigners? (1)

6. No not use the NSF personnel model. NSF collects "normative types." (1)

7. Program managers should spend some time in projects, working in the field, etc. in order to keep in touch with the work situation and to avoid a "top-down" management approach. (2)

8. [illegible]

8. Some "frontier workers may be blind to fruitful alternatives." Risk some money on "iconoclasts" (1)

9. Is there evidence that more staff will remove R&D impediments? (1)

10. What percentage of staff will be professional cadre and what percentage will be non-civil service? (1)

11. Will competent people be willing to work for HEW? (1)

12. We have enough talent for an NIE, but take care not to include the great quantities of people who have not succeeded in education thus far. (1)

13. It is inherently dangerous to staff the institute with non-civil servants. Placing the responsibility for education reform in the hands of political appointees will "undermine American democray." (1)

Questions and comments relating to staff issues were as follows:

1. Establish tenure positions or there will be frequent management changes and little opportunity for longitudinal research. (1)

2. Emphasize quality R&D personnel not size. (1)

3. Get the staff first and create an organization that permits them to flourish. (2)

4. Who hires and fires? Where is the power? (1)

5. In hiring pay attention to each persons convictions about education. (1)

6. There is concern that the director and staff should not determine selection of R&D areas. (1)

7. The problem task force is a good idea. But this creates a need for persons who know about temporary systems and can help task forces comment. This is different than T-group work. (1)

8. Select the staff slowly to get competent people. (1)

9. Who can determine at what point the "critical mass" is achieved. (1)

10. If NIE has to seek funds each year, it will be difficult to attract capable people. (1)

11. Task force composition should include a wide range of interests. (1)

Advisory Council 32/171

The major issue in comments on the advisory council related to council membership. There were in addition several comments on the role and structure of the council. Comments regarding the membershp were:

1. Include more practitioners; school administrators, state and local representatives, parents and students too. (4)

2. Include representatives of professional organizations. (1)

3. Include scientists, foreign scholars and educators for autonomy and broad orientation. (1)

4. Federal officals should not be on the council. Their agency concerns may interfer with developing NIE in the best R&D interests. Also officials do not attend meetings. (2)

5. The wisdom of including senior officials, except from OE, on the council is questioned. (1)

6. There is concern that the council could become the captive of any particular branch of the education establishment, but no suggestion to guard against such an occurence. (2)

7. Can "political" council members be found? (1)

Comments regarding the role of the council were:

1. The council should be a policy making body, not an administrative body. (3)

2. Perhaps the NIE council, like the NSF board should approve programs. Since board members have definite terms, they are not subject to the pressures of Congress or the Executive branch as are program administrators. (1)

3. What relationship will the National Academy of Education have to the council? (1)

4. For productivity the council needs clear expectations and responsibilities. (1)

5. The role of the council seems weak. (1)

6. The council should direct attention to major problem areas, regardless of whether anything will be done about the situation. (1)

7. The annual report to the President is questioned in so far as it should rather be a report on the "state of the act" to the education community. (1)

The structure of the Advisory Council received the following comments:

1. Six year terms are suggested in order that members can learn the operation of NIE and provide stability. (4)
2. Is a member limited to two terms or two conservative terms? (1)
3. Who chairs the meetings? How are members selected? (1)
4. The number of panels and advisory boards is of concern. OE has a great number of boards will ill-defined missions and no budget or staff. Avoid this situation by having 1 NIE advisory panel and give it funds apart from S&E money plus a small staff. (2)
5. An advisory panel is not a sufficient way to get the consumer involved in setting objectives for development and dissemination. (1)
6. The section on the advisory council is well done. (2)

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Budget 171

Those who expressed concern about the budget were, for the most part, requesting greater funding. There were also several suggestions for ways to spend the money.

Seven persons requested larger funding, giving the following reasons for the request.

1. The proposed task will require more funds. (4)

2. Step up increments so that there will be 1 billion by 1978. The Regional Labs and R&D centers need more money to operate well. Also for credibility of the seriousness of NIE money is needed. (4)

3. Planners should make needs known, but not compromise those needs to fit expected funding levels. (1)

4. Money is wasted often when it is spent too quickly, but $50-$100 million is need for new work and the growth of Regional Labs and R&D centers. (1)

Three other persons responded favorably to the proposed budget level. Other comments concerning the budget were:

1. Discretionary funds are needed for non-targeted research. (1)

2. Can the work be done under annual appropriations. (1)

3. The Research, Development and Dissemination designations in the budget are too pat. We don't know where the funds should go. (1)

4. Be prepared to spend more if you get the talent and ideas. (1)

5. Is there evidence that spending more money will get rid of R&D impediments? Documentation is needed to refute counter arguments. (2)

6. Fifty per cent of the budget should be for the solution of major education problems? (1)

7. Fifteen-twenty percent of the budget should be for foundations of education. (1)

8. More money should be designated for the development and implementation of research results - what is already known. (1)

9. Fifty percent of the budget should not be for Program Area I. We do not know how to solve problems. NIE should provide the technological base so that another agency can solve them. (1)

10. In the budget include the indirect costs of training new manpower, and building and improving institutions. (1)

11. NIE needs the capability to resist short-term budgeting. Title IV of ESEA might be a good example for NIE to follow. (1)

Method of Operation $\frac{18}{171}$

One series of questions related more to the operation of NIE than to an organizational structure. There were several suggestions for handling grants, however, most comments did not cluster around any specific operational procedure.

1. An interdisciplinary review of proposals would improve the quality of research. (1)

2. More sophisticated and demanding criteria for approving grants than OE had are needed. (1)

3. NIE, like NSF, should provide for grants to applicants who design their own proposals. (1)

4. In providing grants examine a persons's record of developing new capabilities as his work proceeds. (1)

5. Researchers like to work on their own schemes. It will be hard to get first class people to respond to proposals which are part of someone else's grand scheme. (1)

6. There should be a phase I project during which a group of respected behavioral scientists and educators map out prob lems and work on controversial issues in education. It is not sufficient just to plan another federal agency. (1)

7. Program element IV (manpower) ought to be a planning unit of NIE. (1)

8. Include people from industry on NIE panel. They ask hard questions. (1)

9. The plan for the involvement of locals is inadequate. There is a vast sociology literature on the topic of local involvement and achievement of reform that should be investigated. (1)

10. There should be direct ties between NIE and research institutions supported by industrial or business organizations. (1)

11. The intramural program will work only if it is tied to a metropolitan area because it is hard to arrange for communications between such programs. (1)

12. The document suggests contradictory procedures such as (a) selecting priority areas, get advocating work in all substantive areas; (b) promoting school community strength, yet curricula developed by scholars. (1)

13. Most of the ideas in the NIE plan are in the present system. What procedures will make things different this time. (1)

14. A detailed start up plan is needed. This could make a sizable difference in the later operation of NIE. (1)

15. What provisions are there to use evaluative information of OE bureaus? (1)

16. How will NIE capitalize upon relationships between OE, SEA's and LEA's for field tests, demonstrations, etc.? (1)

17. A mechanism is needed to know what could go wrong and how to recognize it. (1)

18. Examples are needed of what NIE can do and how long it will take to be productive. (1)

Objectives $\frac{40}{171}$

The responses to the list of objectives given in the NIE planning document did not center on any major issue. What clustering of concern there was regarded the setting of priorities and the broadness of the objectives. Concern with priorities was:

1. The illumination of the problems of education is a complex problem that will require a wide range of services; but this concern must proceed the setting of priorities. (2)

2. The setting of priorities is difficult if at all possible. (1)

3. The procedures for establishing priorities needs more detail. (1)

4. The setting of priorities is crucial. Answers from Objectives II, III and IV are required for Objective I. (1)

5. The primary objective is to improve education. Objective IV is part of this. Objective I, II and III are sub-objectives. (1)

6. Emphasize objectives II and III. Objectives I and II are sub areas. (2)

7. Objective IV is not an end in itself, but will be accomplished by the last three objectives. (1)

8. Emphasize objectives III and IV. (1)

9. The problem of priorities in terms of levels of education is ignored yet the educational system is divided into levels. (1)

10. The objectives should be what the people want; not what the federal agencies want. Ask the advice of more sociologists, economists and political scientists. (1)

Concerns with the broadness of objectives were:

1. The objectives are so broad that they are not researchable (4)

2. There are too many objectives. This is an electric approach. (1)

Other comments and suggestions were:

1. The objectives are good. (5)

2. The objectives are not new; admittedly more could be done with them. (3)

3. It is feared the objectives III and IV (building a vigorous R&D establishment) will be achieved without progressing on objectives I and II. (2)

4. Within objectives high priority should be given to problems of early learning, byproducts of learning (attitudes and viewpoints which accompany learning) and educational technology that reaches beyond the classroom. (1)

5. Explicit goals should be: (a) eradicate illiteracy for age group 16-60 by 1980; (b) provide opportunities to receive training in 1 or more employable skill by age 18; (c) enable students to progress at their own rate. (1)

6. Include the handicapped specifically. (2)

7. More emphasis is needed on early childhood education. (2)

8. The organization of areas leads to duplication. The PSAC (report on NIE) method of organization is preferred. (1)

9. The plan should be explicit for higher education as it is for elementary and secondary education. (1)

10. Whatever problem is selected should be seen as "significant" or capable of solution in 5-7 years. (1)

11. For fair conclusions speak of OE's concern for program areas in past years. (1)

12. Clarity is needed regarding how the objectives will affect the learning process or individuals. (1)

13. Examples given in program areas are weak. "Experts" in the area would find the presentation dated and naive. (1)

1. Educational research only matters to educational researchers. Why have an NIE? (1)

2. Don't expect too much from research. An alternative is to value innovative design. Teachers, not educational psychologists, often come up with the most creative designs. (1)

3. It is questioned whether any results can be expected from educational research--even with an investment of millions of dollars.

4. The final NIE plan should be hard headed on the issue of the return for dollars from money that the federal government has put into educational research in the past. (1)

Suggestions for methods or precedures to be used in the research programs consisted of the following:

1. Don't overpromise results or there will be large disappointments. (2)

2. The "feeling" for the immediacy of the problem should not be lost in analysis. (1)

3. Narrowing the boundaries of a problem often leads to a different problem that no one cares about. Thus, in NIE enlarge the R&D process and take on real problems. (1)

4. Make clear how education will benefit from a greater R&D effort. (1)

5. A more detailed plan is needed for decentralization of R&D. (1)

6. More help is needed from social psychology, anthropology and epidemological studies and less reliance should be placed on at psychology. (3)

7. Research should be interdisciplinary. (1)

8. Stop reporting each experiment as a success. (1)

9. Strengthen the mechanism to clarify what the fori of R&D should be; identify what is not known, what needs to be known and what studies would help. (1)

10. Many of the research topics mentioned in the report are presently being worked on. The research may not be of "good quality" but recognize that the problems are being worked on. Otherwise people will think they are solving the problems already and that NIE is not needed. (1)

11. There is concern that emphasis on humanism may lead to a humanistic approach to problem solutions which will not work. Humanistic values are good, but a scientific approach is required for solutions to problems. (1)

12. NIE should concentrate on national problems and states should work on state problems. (1)

13. Not all research has to be in NIE as long as someone is aware of what is being done elsewhere. (1)

14. New research may require new techniques such as the NIH convergence technique which was used by NCERD on reading problems. (1)

15. The handling of intramural-extramural research is good. (1)

16. The transformational model should be applied to educational research, not the scientific or industrial model. (1)

17. Use the reflective method instead of the scientific method. (1)

18. Collate, assess and disseminate research already available. Results of past research (not even the Goetzel list) have not reach the grass roots. (1)

19. Review reports of research carried on by several methods as a basis for farther study. This is a time consuming, but important task. (1)

20. Promote small scale experiments since the talent supply is limited. (1)

21. A curriculum research lab is needed to test activities that most citizens have to perform. (1)

22. A better definition of R&D is needed. (1)

23. Evidence is needed of a local commitment to R&D. Do local districts tax themselves for F&D? (1)

24. Deal with anticipated problems, not the daily patterns of education. (1)

25. Retain funds for mission oriented research in OE bureaus. Such short term projects won't overlap with NIE. (1)

26. NIE should stimulate and support programanatic research. This would (a) put researchers in closer touch with a common data base, (b) enable administrators to monitor changes over time in a particular education system, (c) yield longitudinal data, (d) provide training resources for researchers. (1)

27. One criterion for the selection of specific research should be the economic feasibility of widespread implementation. (1)

28. Explore various theories or approaches to problems. (1)

29. Research topics should be oriented towards users. The planning document is oriented to researchers and universities as sources of ideas. (1)

Subjects mentioned as research topics were:

1. Research and implementation of administrative and organizational reforms ie. system of tenure, retirement, certification-which tend to lock people into their jobs. (1)

2. Research is needed on nutrition, physiology, obstetrics and genetics - pre-natal intelligence (1)

3. There should be greater concern for human values; not just for the mechanism for research. Research is needed on values, prejudice, attitudes. (3)

4. Motivation in learning is an important concern. (1)

5. External research on early experiences which shows some evidence for cumulative effects, questioning Piaget's model and the linear psychology models. (1)

6. Research is needed on the economics of education. (1)

7. Studies are needed of what happens as learning succeeds. (1)

8. The report gives too little attention to research on the input and output of higher education. (1)

9. The identification and "field testing" of output indicators in cognitive, affective and psycho-motor areas was requested. (1)

10. R&D is needed on structures and strategies for the diffusion of R&D output.

11. Research is needed on functional secondary education for adults. (1)

12. There should be studies of groups including a consideration of appropriate size, age and composition. (1)

13. There was concern for the amount and character of student talk about their work outside of class time. (1)

14. An explicit study should be done of the Hawthorne effect (1) (Desmond Cook reported the results of such a study in June 1967)

Four persons chose to comment on the Getzel list of research studies which had an impact on practice.

1. Does the Getzel list provide generalizable knowledge? (1)

2. The list is from psychological studies. Does that mean there exists a more fundamental problem than will be solved by the institution or does it say that judgements of successful contributions to education are wrong? (1)

3. It is questioned whether the studies mentioned really had an impact on practice. (1)

4. It is ironic that the list refutes common practice and points to the need to fund hidden assumptions. (1)

A final comment suggested that teachers are bargaining for time, money and personnel to utilize R&D in the classroom and that this development should not be overlooked. (1)

Research and Development Linked to Practice $\frac{42}{171}$

The fourth largest issue of concern (40 comments) was the concern for the implementation of R&D results. Issues raised included an understanding of the change process, emphasis on implementation and suggestions for applying R&D results. The issue of dissemination is included here because respondents included it as a sub-area of implementation of R&D results, rather than as a separate type.

Those who commented on change processes as they relate to education raised the following issues:

1. Change does not occur because we do not understand this basic process of change in social program areas where the changes are behaviors in people. (1)

2. How do you beat the inertia of the system plus the time needed to get change. (1)

3. Are educational organizations organized in such a way as to permit the utilization of R&D products (incentives, nature of the product, tradition, and civil service). (1)

4. The report underestimates the complexity of structures required to get R&D into practice. (1)

5. The relative importance of factors impeding change should be weighed to discover what changes would lead to implementation. (1)

Comments, specifically on the implementation of R&D included:

1. Problems of education are more a matter of implementation than of research. (5)

2. NIE does not promise an integration of research development, field testing and implementation. The planning is weak on this topic.

3. The projected system for R&D linked to practice is not adequately portrayed. (1)

4. Widespread introduction and use of research results should not be an NIE function. NIE should study mechanisms and processes involved in widespread use. (1)

5. The Belgiums have set up an institute to study and manage processes and means of inducing and adapting changes. NIE should examine their plans. (1)

6. By whom and how will the probability of the complementation of research products be decided? (1)

7. For diffusion to be widespread local and state involvement should be emphasized. (1)

8. Encourage R&D in teachers unions since they are a force in education and their support will be required for the implementation of R&D results.

9. Teachers are an obstacle to implementation of R&D. They realize technological change is not sufficient. They must be involved in the entire R&D process and pilot projects. (3)

10. The implementation of an education product is required for improving educational practice. (1)

11. A major diffusion program is needed OE could perform this task. (1)

12. People are needed at the local level who can state a problem and systematically such an answer. (1)

13. Do not assume other agencies will "pick up" new improvements. NSF, for example, always had to support implementation of an idea if it was to be introduced according to the author's concept. (1)

Reaction to plans for dissemination were as varied as the comments regarding implementation.

1. Dissemination is a weak category in the report. (2)

2. NIE should not be too involved in dissemination. SEA's can do this better. (1)

3. Is a center for information systems needed? (1)

4. A systematic means for transmitting data and incorporating data into plans is needed. (1)

5. There is agreement with the two flow information need. (1)

6. A managment oriented data base on R&D activities in federal agencies is needed. (1)

7. NEA could make a key contribution to NIE in the area of dissemination. (1)

8. A Dr. Spock is needed for teachers; someone who knows children and teachers and gives simple advice. (1)

9. Giving teachers time to talk and visit classrooms is the issue, not information transfer. (1)

10. A catalog of NIE users is needed so NIE won't produce a situation of researchers talking to researchers. (1)

11. Conflicting values is the reason many ideas are not known and used. ERIC can't be used as a chemical abstract. (1)

12. NIE can set an example and have conferences on its results (without sounding like dictators from above).

.The suggestion that NIE sponsor a journal or newsletter produced the following comments:

1. Don't have a separate journal. Compete for space in existing journals and have more communication with existing journals. (2)

2. Most government journals are dull. (1)

3. Information transfer can't be done by journals. Skills and practices must be transferred. This is best done by setting up local centers which relate to state and Federal centers.(1)

4. Have frequent newsletters. (1)

Education of Educational Personnel 36/171

The training of educational personnel was the seventh major concern of those who responded to the preliminary draft of NIE, (commented upon by 36 persons). Key issues were program suggestions for teacher training, training of administrative and research personnel and selection of teachers.

Suggestions for teacher training programs included:

1. Include the concept of inservice training and development. Have a "Center for Professional Development" rather than a Center for teacher education." (2)

2. More emphasis is needed on having colleges train teachers to handle innovations in public schools. (1)

3. Train teachers to better understand research and measurements. (1)

4. Develop teacher training procedures that involve teachers in R&D sufficiently so that they act like scientists in the classroom.

5. Concentrate on "learning" not methods of instruction. (1)

6. Develop ideas to train teachers that the child in the classroom is the "active learner." (1)

7. Consider how differentiated staffing could significantly improve teacher preparation. (1)

8. What makes a good teacher is not known. That is a prior question to training. (1)

9. Teacher education research funds should be used instead to dissiminate what is known about teacher training. (1)

Teacher selection procedures received the following suggestions:

1. The need is to attract highly qualified people to the field of teaching. Improve selection procedures. (3)

2. Examine teacher characteristics to see if they can be taught and if not whether persons can be selected on the basis of such characteristics. (1)

Comments on the training of educational personnel other than teachers were:

1. There is a need to educate and re-educate school administrators.
2. NIE could take on training personnel for educational development. (1)
3. More emphasis should be placed on the training of personnel other than teachers. (1)
4. We need state education personnel who can give better guidance and support in time of stress. (1)
5. Training LEA and SEA staff is a good idea. (1)
6. More strategies for manpower development include apprenticeship, research technicians, short term intensive training programs at full salary. (1)
7. The NIE document underestimates the shortage of R&D personnel.(4)
8. Include money for graduate students in grants. This is a good training device, besides the "Ph.D." often "interfers with productivity." The grants should be larger thanin the natural sciences as the people will be older, have family responsibility and will be asked to do other things for their degree; thus the program will take longer. (1)
9. Develop research manpower by funding graduate study in various areas related to education. (1)
10. Train more social scientists to work in education. (1)
11. Advocate a new education R&D career in the area of social incentives which affect education. (1)

12. Train scientists to see education as an "area of inquiry." Otherwise we won't solve long range problems. (1)

13. Ph.D. fellowships for work in schools are questioned on the basis that persons who have had such grants in the past got their reputation and then moved on to bigger things, leaving the school to pick up the pieces. (1)

Other comments related to various training issues.

1. The teacher education section of the report is utopian. That plus "other teacher requirements" cannot be accomplished unless more time is given by colleges to teacher training programs. (1)

2. The report should place more stress on teacher education. (1)

3. A National Center of Teacher Education is proposed to

   (a) plan and assess teacher preparation and performance

   (b) expand the knowledge basis regarding teachers

   (c) provide for materials and development

   (d) provide a program of career development

4. Grants should only be given to those institutions involved in R&D training.

5. In order to overcome the ingrown, protective agencies of teachers, teachers' performance should be subjected to public scrutiny. (1)

6. The education profession is not the same as law, medicine etc. due to traditions and roles-Everyone feels able to contribute to education. (1)

Other Sources $\frac{36}{171}$

There were a considerable number (36) of persons who either suggested other materials to consider in planning and persons to consult;or who had reservations regarding those persons consulted for the preliminary draft.

Reactions to those consulted for the preliminary draft included:

1) Only one Southerner from the education community was consulted for the first draft. Include more people from all segments of education. (1)

2. The list of those consulted is heavily weighted to the Northeast and deficient in Southern representation. (1)

3. Previous federal efforts have failed due to the domination of "Eastern syndrome" leaders. That could happen again. (1)

4. R&D personnel at the local level were not listed among those consulted. LEA's should be consulted early in the planning stage, rather than being asked to approve plans later. (1)

5. Few public education people were included in the list of those who were sent and responded to the Levien document. (1)

6. The AFT claimed (falsely) that they were not consulted and asked for an input into education policy. (1)

7. The "real" decision makers are school board members and they were omitted from initial planning. (1)

8. More higher education personnel, legislators, economists and "public citizens" should be consulted. (1)

Persons suggested for inclusion in further consulting were:

1. Use more political scientists, sociologists, economists, etc. Have a task force visit the scientific community. (1)

2. Will the authors of Research for Tomorrow's Schools (Conback, Suppes) have an opportunity to make an input into the R&D agenda (1)

3. Include education publishers in planning. (1)

4. The APA has offered to provide names of psychologists who would be willing to serve on planning council or as NIE staff. (1)

5. Consult ethnic-minority groups. This was not done in the preliminary plan. (1)

6. See Mr. Glen Robinson who has been the Assistant Executive Secretary for Research at NEA since 1922. (1)

Documents that were suggested for consideration in NIE plans were:

1. Hendrick Gideonse "Policy Framework for Educational Research, Science Dec 4, 1970. Vol. 170. (2)

2. AATCE draft to Ford Foundation for a National Institute of Teacher Education. (2)

3. Report of the Commission on Instructional Technology. (2)

4. Work of Lawson and Lorsch on organizational design. (1)

5. Brzezinski's new book which shows how planners omit "feelings",

6. C. R. Carpenter's study under Title VII, USOE as a forerunner of NIE. (1)

7. Robert Filips history of Title VII, USOE would provide a means to gain from the experience of others. (1)

8. Thomas Briggs Ingles lecture at Harvard, 1930. (1)

9. Bacheys documents from the Academy of Educational Development.

10. Outline for an NIE prepared by Amitai Etzoini for Harold Howe II when he was Commissioner of Education.

11. Association for field services in teacher education could provide areas of in-service concerns. (1)

12. Chapter IV of Philip Jackson's Life in Classrooms for discussion of the authonomy of teachers. (1)

13. Pierre Boult, The Test. (1)

14. John Hersey The Child Buyer. (1)

15. Include the "exciting developments" in British Columbia, Alberta and Ontario. There are "dull developments" in England and Sweden. (1)

16. Along with the Getzel list include Benjamin Bloom's work. (1)

17. "The Humanistic Movement in Psychology and Education," by Lloyd Humphreys and attached to his response to the Levien document. (1)

18. "Social Accounting in Education: Reflection on Supply and Demand" by David Cohen and attached to his response to the Levien document. (1)

19. The following papers by Egon Guba, attached to his response to the Levien document: (1)

    a) Operational Training Problems in Traditional Bureau of Research

    b) "Information Decision Matrices"

    c) "a National Strategy for Educational Change."

Societal Concerns 17/171

The very general education issues which could be considered pervading concerns for society led to comments by 17 persons. As was the case with most reaction to the NIE planning document there was little consensus among sub-issues, other than that the first three comments relate to the political considerations.

1. The question of how R&D is institutionalized is really a political concern. (1)

2. The politics of education is a major concern for states. (1)

3. More attention should be paid to the social and political sciences to provide social services. (1)

4. Society, not the education profession is responsible for what is taught. (2)

5. State more clearly what the failings of society are that fall outside the responsibility of education. (1)

6. The plan pays little attention to the role of parents and the public in the educational process. This is politically unwise.

7. The public needs a clear understanding of research and implementation of findings. (1)

8. Viable options are needed to meet the requirements of individual and social good. (1)

9. A position is needed regarding issues of conflict : state control, higher education, pure research, the handicapped. (1)

10. Consider the relationship between the public interest and private enterprise in legislation. There should be a "Bureau of Standards" because in the past some industry programs, as Gregg shorthand, have hampered better programs. (1)

11. Tradition may hamper proposals for significant change in education programs. (1)

12. The function of NIE is to disturb the public by publicizing the failure of schools and to provide principles to guide thinking about education by the public. (1)

13. Education is the concern of the entire knowledgeable community: educators can't understand all disciplines and how children relate to them. (1)

14. NIE faces the difficulty of remaining immune from socio-economic professional concerns and yet responsive to social needs. (1)

15. There is concern over parental disrespect for teachers. (1)

16. The proposal for NIE may detract from the "real need" -- massive federal support for the operating expenses of the public school system. (1)

Scope of Education $\frac{5}{171}$

Closely related to the topic of societal concerns were the several comments below regarding the scope of education as envisioned by the preliminary draft of the NIE.

1. The report concentrates on improving the existing system. Instead we need to try new systems and mechanisms for learning. (1)

2. The report is too narrow. A system is needed which produces students with "a growing capacity for thinking and feeling" students who have learned to learn. (1)

3. The report is limited by its lack of concerns for continuing education. (2)

4. The stress on a lifetime of education is delightful. Public schools, higher education institutions and industry in an area should start to plan for a lifetime of education from the beginning. (1)

Assessment and Evaluation $\frac{17}{171}$

The area of assessment and evaluation received only 17 comments from all the respondents to the Levien report. The comments consist of the following list.

1. Evaluation should be expanded and new techniques developed. (3)

2. A separate area on standard goals and evaluation would be preferable because (a) intellectually it is a difficult area and (b) initial in-house NIE activity should be evaluation. (1)

3. An ability to evaluate techniques and an understanding of evaluation is missing from the education system. Parents do not know enough to make choices for their children. (1)

4. A policy question for consideration is what kinds of measures are related to which goals. (1)

5. It is questioned whether progress in the development of assessment tools sets the pace for other kinds of educational progress. (4)

6. Evaluation that omits a consideration of the value of the goals is objectionable. (1)

7. More thought should be given to the education of policy research. (1)

8. We need to learn how to use the anecdotal data of the experience of users. (1)

9. Consider the problem of "contamination" of the in-house evaluation. (1)

10. Include the concept that tests are used in instruction to teach, to diagnose, to place and to report to parents. (1)

11. Place more emphasis on criterion referenced tests. (1)

12. Standard tests should be rejected as "school output" unless one can show that it correlates with the type of life the graduate lives. (1)

13. Assessment is only of value in the service of the instructional programs. In other roles it just eliminates the "less fit. ." (1)

14. Include a program to devise ways to assess at least some aspects of teacher proficiency. (1)

15. Techniques of psychological development and educational excellence are needed which are not based upon comparison among individuals. (1)

Evaluation of NIE $\frac{6}{171}$

Closely related to the issues of assessment is the evaluation of NIE itself. This was not an explicit consideration in the preliminary planning document and as a concern elicited only 6 comments from respondents.

1. There should be a plan to evaluate NIE (4)

2. The Phi Delta Kappa monograph on evaluation would fit an agency like NIE. (1)

3. The reflective method should be used to evaluate NIE. (1)

Education of the Disadvantaged $\frac{17}{171}$

Miseducation of the disadvantaged was not a major concern for most respondents. The remarks of those who did comment on this issue fall into two categories: statements about the nature and dimension of the problem and suggestions for studies.

General comments included the following:

1. The emphasis on the disadvantaged is good and is a useful way to work on increasing the R&D capacity also. (2)

2. The issue of the disadvantaged is really a sub-problem of the issue of the insufficient quality of education. (2)

3. Include all groups who are inadequately served by the present [illegible] the handicapped, ethnic groups, occupational groups. (1)

4. Include rural areas too. (1)

5. Before starting programs look at the objective of various ethnic groups. (1)

6. All the proposed studies have already been tried to no effect. We don't know how to put programs into effect. (1)

7. The statement that the deficit in learning among the deprived increases as education continues is erroneous and places more responsibility on the schools for the deficit than is the case. The error is due to the fact that age and grade units are not equal. They become "progressively smaller as development continues." Standard score units or quotients of mental or educational age to chronological age are "the only defensible units." (1)

Suggested areas of study were:

1. Consider the school itself (as a social organization) as a contributer to the development of the disadvantaged. (1)

2. Include studies of what is learned in school and what is known already when students come to school. (1)

3. Emphasize the skills that the disadvantaged can learn rather than emphasizing the failure of the schools on the basis of environmental conditions. (1)

4. Curricula for the disadvantabed are needed. (1)

5. Studies should start with the parental care of the mother. (1)

6. Consider "superteaching"-a powerful presentation instead of a piecemeal attack. (1)

7. Include the socio-economic issue of racism. (1)

8. Programs will fail if the children are sent back to a poor environment. (1)

Technology and Media $\frac{16}{171}$

The area of technology and media raised two types of issues; the concept of technology in the report was limited in scope, and concern for types of media likely to be used in schools.

1. The report equates technology with hardware, rather than with the application of science. (1)
2. The view of technology is limited. Include 16mm film, overhead projectors, chalkboards etc. (1)
3. Neither TV nor computers are used that extensively with individualization of instruction there will be a trend to 8mm cassettes and shorter TV segments than the half hour broadcast. (1)
4. There is too much optimism about computers. Teaching record keeping, etc. can be handled more efficiently in other ways - i.e. no hardware is really needed for programmed instruction. (1)
5. TV is fine, but don't ignore first hand experiences. (1)
6. The TV ideas included in the report are good. (1)

7. Any help for teachers in simplifing the use of technology would be good. (1)
8. A "Sesame Street" for adult education is advocated with appropriate curricula. (1)
9. Use technology for all instructional packages. (1)
10. The section of the report on the use of materials to increase the sensitivity of students and teachers to human needs is good. (1)
11. The technology can be used to support personnel in new teaching roles. (1)
12. The influence of commerical broadcasts and print media in helping to shape students' cultural attitudes and attitudes about education should be studied and assessed. (1)
13. Technology alone raises concern for an impersonal system. (1)
14. Develop technology in relation to a specific product. (1)
15. There should be a task force for each media. (1)
16. The whole area of instructional development needs more attention. (1)

School Organization $\frac{15}{171}$

Comments on the organization of schools centered on suggestions for changes within the system and potential studies.

The various suggestions were:

1. The improvement of the organization and administration of education should be a core concern for NIE. (4)
2. The very system through which we try to conduct education may be a large restriction. Study that problem. (1)
3. New types of education institutions are needed, not just a modification of the old - i.e. "instructional clinics" as separate entities from the school located in sub-communities of the school area. (1)
4. Experiments with different organizational processes are desirable. Sociological and psychological developers would like this too. (1)
5. Pilot and study the concept of the year-round school. This is of interest to the National School Board Association and the National Association of State Boards of Education. (1)
6. Testimony is given to the value of increasing teacher responsibility for decisions of budget, choice of equipment, etc. (2)
7. Setting objectives and curricula is not necessarily a function of administrators or organizers of the system. (1)
8. Research is not in schools because administrators place a low value on it. NIE should consider that an issue. OE has not. (1)
9. An R & D program should be an integral part of the local school system. (1)

10. Schools will not change unless administrators are scientifically oriented. (1)
11. The A.F.T. could study staffing patterns to personalize instruction.(1)

Use of Resources $\frac{9}{171}$

Comments on the use of resources centered on the monetary crises and ways to use resources.

1. New ways to fund schools are needed. (1)
2. The cost of education and then the quality of education is a concern to the public. Data is needed on the returns of education. (1)
3. Money cycling is a big problem for States. (1)
4. What is meant by the statement that teachers' salaries are increasing without increased teacher productivity? (1)
5. What would incentives be for the effective use of resource allocation. (1)
6. There is a lack of knowledge on how to use increased resources in education, if we had them.
7. Cases can be provided where a reduction of the rate at which resources are made available would be a real service. (1)
8. The use of systems analysis and operations research for school decision techniques should be rejected. (1)
9. Do studies on performance contracts and voucher systems. (1)

R & D Institutions 10/171

The central issue regarding existing R & D institutions was a fear that NIE would overlook the role of universities in R & D.

1. Direct more education R & D to universities than the preliminary draft suggests. At least there is no reason to use the same percentage of funds for universities as medicine and agriculture use. (3)
2. Do not sell universities short. They contribute some of their own money to support research because they know that is how to train researchers. (1)
3. A cooperative venture is needed between universities, schools and communities to be effective. (1)
4. Not only the "big, prestigious" institutions can do research. (1)
5. Give attention to the political and social problems of the R & D network. The problems are only partly organizational. (1)
6. Chapter V should give more reference to the Regional Laboratories and the R & D Centers. (1)
7. Appendix D is not fair. It lists too few R & D performers. (1)
8. How will R & D institutions relate to each other and to a national strategy for the support of R & D? (1)

Experimental Schools 11/71

Specific comments and suggestions for an experimental schools program were diverse.

1. NIE needs a series of institutional settings. Consider how far NIE should go in setting up its own schools, school districts etc. (1)
2. The Nixon message said NIE might operate schools as laboratories. This idea is not in the report. Has it been deleted from current thinking on the topic? (1)
3. NIE should not sponsor experimental schools in the pattern of university laboratory schools, but as the joint management of certain schools with a public school system. (1)
4. The proposed program is good. (1)
6. There is a need to change many aspects of the schools. Changing just one aspect does not work. (1)
7. To get "change" in schools, the program must be at least 5 years in length. (1)
8. An experimental school is needed for middle class children to show how education can tap the advantages of the socio-economic background. (1)
9. Add "a school that employs student interests in socially desirable enterprises as a means of organizing learning activities."(1)

Demonstrations $\frac{6}{171}$

The emphasis in the NIE preliminary draft on demonstrations (Program Area I) elicited only several comments.

1. Fifty percent of the budget should not be spent on demonstrations when we don't know how to evaluate the results. (1)
2. The central problems were well stated. (1)
3. The need for early success is understood, but the plan of taking programs in existence and pushing them to widespread use sounds like opportunism.(1)
4. This area might best be handled intramurally, depending on the abilities of the NIE staff. (1)
5. The range of education problems considered for demonstrations is to narrow. What about the gifted? the handicapped? (1)
6. A widespread trial of individualized instruction is advocated on the basis that previous trials have not reached a critical mass in terms of duration and curricular material. (1)

Center for Education Studies $\frac{7}{171}$

The several comments regarding the Center for Education Studies were:

1. The Center is a place for philosophers and educational philosophers. (1)
2. The Center is a place to develop R & D strategies. (1)
3. The scope of projected work is too narrow to attract competent personnel. Perhaps the intramural activities need broader conceptualization. (1)
4. Consider attracting personnel from teachers unions and organizations of classroom teachers. (1)
5. In terms of the difficulty Ralph Tyler had getting

acceptance of National Assessment the wisdom of the Center is questioned. (1)

6. At first the idea of the Center met with wariness, but the proposed mechanism for it is reassuring. (1)
7. The role of the Center requires careful thought. A federal agency developing a national curriculum is not good, but it is OK to make grants for curriculum development. (1)

Career Needs $\frac{7}{171}$

The issue of career needs focused mainly on concerns for technical education.

1. Include a consideration of the four year college technical education program. (2)
2. Include a concern for technical education as distinct from vocational education and career education.
3. There is little in the report on professional education. Nor have the professionals from numerous areas been involved with the NIE document. (1)
4. The Department of Labor is considering an "Institute of Training". (1)
5. Do not advocate vocationalism, but prepare students to learn while they are working and to develop attitudes through long periods of experience. (1)
6. If NIE could provide students with skills to live effectively, how would we find employment for them? (1)

The remaining areas of concern to respondents to the NIE preliminary plan are listed below with the relevant comments. Each of the following areas received only a few comments.

Comparative Education $\frac{5}{171}$

1. References to comparative education are good. (1)
2. There is not enough mention of foreign planning efforts, such as in Sweden. (1)
3. NIE could make progress faster if we sought out discoveries abroad and tried to apply them at home. (1)
4. Pay more attention to intercultural understanding and attitude formation on the part of students. (1)
5. Consider whether NIE should give assistance to developing nations with a different set of considerations for education. (1)

Curriculum $\frac{5}{171}$

1. Curriculum is a fundamental issue. Research should be planned to help determine the curriculum. (1)
2. It is hoped that the emphasis on technology does not rule out better understanding of subject matter without involving new technology. (1)
3. Subject by subject reviews should not be undertaken. They failed in the past. (1)
4. In program area II include pupil services, guidance and health. (2)

Higher Education $\frac{3}{171}$

1. Give more consideration to higher education. (1)
2. Higher education needs help with instructional methodology. (1)
3. What will be the relationship of NIE to the proposed National Institute of Higher Education? (1)

Transition from NCERD to NIE $\frac{2}{171}$

1. The transition should not be smooth. Without discontinuity between the old and the new NIE will fail. (1)
2. What is the attitude of OE's existing clientele? Won't they keep NIE an OE in fact? (1)

Foundations of Education $\frac{2}{171}$

1. The term "foundations of education" is often used when research is meant. (1)
2. The support of work in disciplines that promises to strengthen education is difficult. Where do you draw limits? (1)

Summary of Replies by Major Interests Represented

In addition to the summary by various categories of concerns regarding NIE, it was requested that the concerns of those in various professions and sub-divisions of education be examined.

From the list of requests for reaction to the Levien document plus unsolicited replies, the following areas were established for examination on the premise that the requirements of the job might influence one's perspective regarding NIE.

In cases where an individual held more than one major job responsibility, classification was made according to the primary responsibility (ie. a university faculty member who was part of an R&D center was classified with personnel of the R&D center).

The numbers in parenthesis indicate the number in each category responding in proportion to the total number of requests for reaction in that category.

1. Faculty in schools of education, including those whose primary task is research and those who do research and teach. ie. Education Researchers $(\frac{11}{43})$
2. Directors of Educational R&D Centers and Regional Laboratories $\frac{(9)}{17}$
3. Deans of Schools of Education and Chairman of Departments of Education. $\frac{9}{86}$
4. Higher Education Administrators, excluding those in schools of education. $\frac{11}{32}$
5. Professional Education Organizations $\frac{22}{64}$
6. Professional Organizations, other than education $\frac{10}{26}$
7. Government Employees $\frac{10}{26}$

a. Office of Education $\frac{10}{15}$

b. Former Office of Education Officials $\frac{5}{5}$

c. NSF employees $\frac{3}{8}$

d. Other government agencies $\frac{4}{6}$

8. Education Consulting Firms $\frac{8}{37}$

9. Foundations $\frac{4}{14}$

10. Curriculum Developers $\frac{8}{8}$

11. State Departments of Education $\frac{21}{52}$

12. City Schools Central Administration $\frac{7}{17}$

13. Principals $\frac{1}{2}$

14. School Board Members $\frac{2}{6}$

15. Academic disciplines

a. Psychology $\frac{9}{16}$

b. Economics $\frac{3}{6}$

c. Engineering $\frac{4}{14}$

d. Sociology and Anthropology $\frac{4}{18}$

e. Political Science $\frac{0}{4}$

f. Natural Science $\frac{1}{8}$

g. Mathematics $\frac{1}{3}$

h. Business Administration $\frac{0}{4}$

i. History $\frac{1}{1}$

j. English $\frac{1}{5}$

16. Broadcasting $\frac{1}{5}$

17. Education Industry-Products $\frac{1}{4}$

18. Foreign representatives $\frac{0}{4}$

19. Others $\frac{0}{26}$

** Educational Researchers - University Personnel $\frac{11}{43}$

No category or topic concerning NIE was responded to by more than five persons. Within those limitations the topic of most interest was educational research, and the linkage of R&D to practice followed by interests regarding the relationship of NIE to existing agencies, the education of educational personnel, organization of NIE school organization and educational assessment and education.

Educational Research

1. Applied research is needed (1)
2. The list of suggested topics for research seems restrictive (1) Include research on prejudice, values, attitudes. (1)
3. More help is needed from social psychology and anthropology and less from "rat psychology" (1)
4. It is ironic that the Getzel's list of research that has influenced practice refutes common practice. It shows a need to find the hidden assumptions. (1)
5. Educational research only matters to educational researchers. There is no need for an NIE. (1)

R&D Linked To Practice and Dissemination

1. The relative importance of factors impeding change must be weighed and changes that would lead to implementation must be found. This is an important topic for NIE. (1)
2. Are education organizations organized in a way to utilize the products of R&D (incentive, nature of the product, tradition, civil service, etc.)? (1)

3. Widespread introduction and use of research results should not be an NIE function. However, the study of mechanisms and processes involved in widespread use should be an NIE task. (1)

4. Is a center for information systems needed?

5. There should be a frequent NIE newsletter. (1)

6. NIE should not start journal. Most government stuff is "dull". (1)

Relationship of NIE to Existing Agencies

1. More clarity is needed on the relationship to State and other federal agencies. (1)

2. The analogies to agriculture and health were questioned on the basis that we have a poor health system. (1)

3. There was agreement that SEA's and LEA's should be strengthened. (1)

4. Do not discriminate against proposals by educators as NSF does. (1)

Education of Education Personnel

1. More social scientists rather than educational researchers are needed in education. (1)

2. There is a shortage of educational researchers. (1)

3. There should be more emphasis on having colleges train teachers to handle innovations in public schools. (1)

4. The section of the Levien report on staffing patterns and teacher training is good. (1)

Organization of NIE

1. The organizational structure does not show a strong commitment to research. (1)

2. To give stature to NIE it should be in HEW, not OE.

3. The scheme for NIE is not supported over alternatives. (1)

4. The centers idea is good; but the advisory council will make

School Organization

1. Various forms of school organization and governance should be tried. (2)

2. R&D programs should be an integral part of local school systems. (1)

3. Proposals for giving teachers more responsibility in budget decisions etc. is good. (1)

Educational Assessment and Evaluation

1. New techniques should be developed. (1)

2. Consider the problem of "contamination" of in-house educators. (1)

3. We need to learn how to use anecdotal data of the experience of users of research products. (1)

4. Education that omits a consideration of the values of goals is not good. (1)

Objectives

1. The task oriented nature of NIE is good. (2)

2. The objectives are very broad and tend to over-promise. (1)

3. Broad objectives are good, but the program areas are weak--the "same old problems." (1)

MisEducation of the Disadvantaged

1. Programs will fail if we send the children back to a poor environment. (1)

2. Consider "superteaching" a powerful presentation, instead of a piecemeal attack" - as a technique. (1)

3. The emphasis on the disadvantaged is good. (1)

Director and Staff

1. Who can determine at what point a "critical mass" of personnel is achieved? (1)

2. Will competent people be willing to work for HEW?

3 It will be difficult to attract capable people if NIE has to seek funds each year. (1)

Technology and Media

1. There is too much optomism about computers. Teaching, record-keeping, etc. can be handled more efficiently in other ways. For example no hardware is needed for programmed instruction. (1)

2. Use technology for self-instructional packages. (1)

3. Chapter V of the Levien report should include greater reference to R&D Centers.

Demonstrations

1. Fifty percent of the budget should not be spent in this area when we do not know how to evaluate the results. (1)

2. The need for early success is understood, but the plan to take existing programs and push them to widespread use seems opportunistic.

Societal Concerns

1. At some point there should be concern for children's values. (2)

Use of School Resources

1. Work is needed to find new ways to fund schools. (1)

Other Sources

1. Other previous federal efforts have failed due to the domination of "Eastern syndrome leaders". Do not repeat that mistake. (1)

2. "Social Accounting in Education: Reflections on Supply and Demand" by David Cohen.

Budget

1. The budget is too low. In the first years $200-250 million a year will be needed. (1)

Experimental Schools

1. The proposal is good.

Foundations of Education

1. The term is used when "research" is meant.

*** Directors of Educational R&D Centers and Regional Laboratories, 9/17

The comments on NIE from directors of R&D Centers and Regional Laboratories includes a joint report from directors of the Regional Laboratories as well as individual responses by directors of the centers and laboratories.

The two major concerns of the Directors of Labs and Centers were the objectives of NIE and the organization of the Institute. There were a number of questions and comments asking for an explicit organizational plan in order to see how NIE would differ from OE. There were also suggestions for a reordering of the objectives. Other concerns were the linkage between R&D and practice, the budget and the relationship of NIE to existing education agencies.

Organization

1. There is no clear statement of why OE can't do the job, given money and a long term commitment. (2)

2. NIE will not differ from the present situation unless relationships are developed between the four program areas, and personnel are found from various disciplines who will cooperate with each other. (1)

3. NIE should be directly under the Secretary of HEW. (1)

4. A Department of Education is preferable to an NIE.

5. The structure is so broad as to raise great expectations and not specific enough to promote confidence in immediate outcomes. (1)

6. Do not fix the inte nal structure of NIE until the director is selected.

7. More specifics are wanted on how NIE will be operationalized and what its initial activities will be. (2)

8. A different organizational plan is proposed which consists of a Division of Basic Research, a Division of Product Development and a Division of Product Diffusion. (1)

Objectives

1. Emphasize objectives I and IV; II and II are sub-objectives. (2)

2. The primary objective is to improve education. IV is part of this The other objectives are subordinate to this goal. (1)

3. If program areas II and III are used, they should be subjected to the engineering R&D model first. (1)

4. More explicit targets are needed.

5. The explicit goals should be to (a) eradicate illiteracy for the age group 16-60 by 1980 (b) provide an opportunity to receive training in one or more employable skills by age 18 (c) enable students to progress at their own rate. (1)

6. A mechanism is needed to select the "right problems" to study. (1)

7. Are we in a position to solve all of education's problems or to build a knowledge base and system to deliver to SEA's and LEA's to solve the problems? (1)

R&D Linked to Practice and Dissemination

1. The system for linking R&D to practice is not adequately portrayed. (1)

2. Educational practice can only be improved by implementation of an education product. (1)

3. A catalog of NIE users is needed so that researchers are not simply talking to researchers. (1)

4. The delivery capability of R&D is a major problem. (1)

5. A major diffusion program is needed. OE could provide it. (1)

Budget

1. Step up the proposed budet increments so that there is a billion dollars by 1978. This is required for the credibility of NIE and to provide Labs and Centers with sufficient funds. (2)

2. Money will be wasted if it is spent too quickly, but a $25 million increment is too small. For some new work and the growth of the Labs and Centers, $50-100 million is needed. (1)

3. The budget is realistic in terms of political and social problems. (1)

4. The budget for internal research is sound. (1)

5. Is there any evidence that more money will get rid of impediments to R&D ? (1)

Relationship of NIE to Existing Agencies

1. The analogies to agriculture are good. (1)
2. The analogies to agriculture and medicine are overdone. (1)
3. Do people in agriculture and medicine think their-models are fit for replication? (1)
4. The approach to strengthening the R&D capabilities of SEA's and LEA's is good. (1)
5. What will be the relationship of multiple level agencies to NIE? (1)

Educational Research

1. Better definitions of R&D are needed. (1)
2. The Labs and Centers are facilities for conducting basic research. (1)
3. State explicitly how education will benefit from a greater R&D effort. (1)
4. The role of motivation on learning should be a topic of major research. (1)

Director and Staff

1. This is a good section in the report. (1)
2. The director must be an educator. Education is not a combination of separate disciplines, but a product built on data from the disciplines. (1)
3. Is there evidence that more personnel will remove the impediments to R&D? (1)

Miseducation of the Disadvantaged

1. Rural areas should also be considered. (1)

2. This is a good section in the report. Work can proceed on the problem of education of the disadvantaged while increasing our R&D capability. (1)

Other Sources

1. Include the work of Benjamin Bloom along with the Getzel list. (1)

2. The list of those consulted is heavily weighted to the Northeast and deficient in Southern representation. (1)

Technology and Media

1. Technology should be developed in relation to a specific product. (1)

2. The report equates technology with hardware rather than the application of science. (1)

R&D Institutions

1. Appendix D of the report listed too few R&D performers. (1)

2. It is hoped that by omission NIE does not adopt policies to deprecate the research capabilities of institutions of higher education.

Method of Operation

1. Most of the ideas in the report have been tried already.

Societal Concerns

1. A position is needed regarding issues of conflict: state control, higher education, pure research, handicapped etc.

Assessment and Evaluation

1. Evaluation should be expanded. (1)

Advisory Council

1. The plans in the report are good. (1)

School Organization

1. The system through which we try to conduct education may be a large restriction. That problem should be studied.

** Deans of Schools of Education and Chairmen of Departments of Education 9

86

Key concerns for Deans of Schools of Education and Chairmen of Departments of Education were the organization of NIE, the selection of a director, the relationship of NIE to existing agencies and the education of educational personnel. Yet, as the number of responses show, no issue was of concern to a majority of those responding to the NIE draft.

Organization

1. The linkages of NIE to the field are not clear, but the document does show progress. (1)
2. How will NIE relate to the overall problems of strategies for educational improvements? (1)
3. There is a problem of overlapping responsibility with OE. (1)
4. It is important to recognize the political power of the education establishment in accepting or reflecting an idea, when the organization is structured.(1)
5. It is a good idea to have panels of those interested in an idea, participating in key decisions. (1)

6. A continuing R&D component is needed in NIE to consider the organization and system so that the problem of a few persons gaining political power, but making no headway in solving the problems of education, can be avoided. (1)

Relationship to Existing Agencies

1. NIE is no different from NCERD: give more money to NCERD and the tasks can be accomplish. (2)

2. In using NSF and NIH as models, have their failings in terms of their objectives and differences in organization and procedures due to different objectives been considered? (1)

3. How will NIE relate to educational institutions?

4. A plan for regional activities of states, as is in the NIE plan, was once a plan of the Educational Laboratories and R&D Centers, yet now they are being criticized for being regional. (1)

Director and Staff

1. The director should be a scholar, and one who can work with informal education such as television and technical education in industry. (1)

2. The key factor for NIE is the selection of the director.

The education establishment is suspicious that NIE is a cover to bring in the industrial complex. A director like Krathwohl would alternate this fear.

3. Limit the director to two terms. (1)

4. The short term professional assignments are a good idea. (1)

Education of Educational Personnel

1. Teachers should be trained to better understand research and measurement. (1)

2. Procedures should be developed to involve teachers in R&D sufficiently to insure that they act like scientists in the classroom. (1)

3. Scientists from many areas are needed to work on education research. But we need to train scientists to see education as "an area of inquiry" or we will not be able to solve long range problems. (1)

4. There should be a new education career of R&D in the area of social incentives which effect educa[illegible]. (1)

Other Sources

1. Examine C. Ray Carpenter's study under Title VII, USOE as a forerunner of NIE. (1)

2. Use the brainpower of the Commission of Studies for the AACTE and its proposed National Center for teacher education. (1)

3. For in-service concerns consult the Association for Field Service in Teacher Education. (1)

4. Egon Guba "Operational Training Problems in Traditional Bureaus of Research" (attached to response to document).

5. Egon Buga "Information Decision Matrices" (attached to response to document).(1)

6. Egon Guba "A National Strategy for Educational Change" (attached to response to document). (1)

Educational Research

1. The report recognizes that R&D is a lengthy process and that presently there are insufficient funds for it. (1)

2. Research is not in schools because administrators place a low value on it. NIE should consider that an issue. OE has not (1)

School Organization

1. Schools will not change unless administrators are scientifically oriented.

2. New types of educational institutions are needed, not just modifications of the old. For instance, "instructional clinics" could exist as separate entities from schools but located in sub-communities of the school area. (1)

Technology and Media

1. Study the mass media for means of using it to influence attitudes about education. (1)

2. Neither television nor computers are used as extensively as the report indicates. With individualization there will be a trend to 8 mm cassetes, shorter TV segments then the half hour broadcast. The whole area of instructional development in the report requires more attention. (1)

Objectives

1. The program areas have weak examples. "Experts" in the areas would find the presentation dated and naive.

Advisory Council

1. There is concern that the council may be controlled by the in-power" group, but there are not suggestions to insure against this. (1)

Scope of Education

1. The lack of concern for continuing education limits the scope of the plan.

Evaluation of NIE

1. The Phi Delta Kappa monograph on evaluation would fit an agency like NIE.

R&D Linked to Practice

1. The report underestimates the complexity of structures required to get R&D into practice.

Budget

1. The projected budget level is sound. (1)

** Higher Education Administrators $\frac{11}{32}$

The central concerns for higher education administrators were the organization of NIE and the director and staff followed by concerns regarding the objectives and the relationship of NIE to existing agencies. There was little consensus except that NIE was not viewed as a really different organization from OE.

Organization

1. Only the organization makes NIE different from OE. This is not sufficient "to sell" NIE. (2)
2. More resources, not just reorganization is needed. (1)
3. Having NIE parallel to OE leads to a duplication of efforts. (1)
4. Separating OE and NIE presents a large problem for coordinating R&D. (1)
5. How will NIE be free from the political pressures that OE has? (1)
6. The organizational structure is good. (1)
7. Include organizational designers in NIE. (1)

Director and Staff

1. The Director and the Commissioner of Education should be Level V positions.

2. It will be difficult, but necessary to get people from various disciplines to work together. (1)

3. Emphasize quality R&D personnel rather than the number. (1)

4. The problem task forces are a good idea. But there is also a need then for persons who know about temporary systems and can help task forces connect. (not to be confused with T-group work).

5. The director and staff should not determine what NIE will do.

6. Do not use the NSF personnel model. NSF collect "normative types." (1)

Objectives

1. There are too many objectives; it is an eclatic approach (1)

2. The objectives are not new. We are working with them now though more could be done with them. (1)

3. The priorities are good. (1)

4. The answers for II, III and IV are needed for I. Consider this in setting priorities.(1)

5. There should be more emphasis on early childhood than on the other areas (1)

Relationship to Existing Agencies

1. The parallels to NSF may not be that appropriate. (1)

2. How will NIE avoid overlap with other agencies and coordinate R&D among agencies? (1)

3. The key factor is the relationship to OE; avoid competition with OE.

4. Don't form local consortia. Use established links such as the relationship of Regional Labs to LEA's. (1)

Advisory Council

1. The council needs clear expectations and responsibilities to be protective. (1)
2. The council should be a policy making body to decide what NIE will do. (1)
3. The role of the council seems weak. (1)
4. Having senior officials from other agencies (except OE) is questioned. (1)
5. The council members should have a six year term. (1)

Education of Education Personnel

1. There should be more emphasis on teacher education. (1)
2. The teacher education proposal is utopian. It can't be accomplished plus other teacher requirements unless more time is given to teacher education in colleges.
3. There is a need to educate and reeducate school administrators.(1)

Educational Research

1. Explore various theories or approaches to problems. (1)
2. The AACTE was omitted from the list of organization's concerned with educational research. (1)

Higher Education

1. Give more consideration to higher education. (1)
2. Higher education needs help with instructional methodology.

R&D Linked to Practice and Dissemination

1. NIE doesn't promise the integration of research, development and practice. (1)
2. Dissemination appears to be a weak category in the report. (1)
3. Sponsorship of a journal is questioned. Instead compete for

journals. (1)

Other Sources

1. See the work of Lawson and Lorsch on organizational design. (1)

2. Few public education persons were included in the list who were sent and responded to the NIE preliminary draft. (1)

Method of Operation

1. An interdisciplinary review ~~of~~ proposals would improve the quality of research. (1)

2. Include people from industry on panels. They ask hard questions. (1)

Budget

1. There should be a bigger budget for the development and implementation of what is known. (1)

Career Needs

1. Instead of emphasizing elementary and secondary education, speak of the importance of continuing education to prepare for the future and further education as needs change. (1)

School Organization

1. The proposal for experiments with different organizational processes is good. Sociological and psychological developers would like this. (1)

R&D Institutions

1. There should be more educational R&D planned for universities. At least there is no reason to promote the same percentage as agriculture and medicine give to universities. (1)

Center for Education Studies

1. The wisdom of the Center is doubted as a result of the trouble involved in getting National Assessment accepted. (1)

***Professional Education Organizations 22/64

The main concerns for professional education organizations were suggestions for approaches to research and the organizational structure of NIE. Other frequently mentioned issues were the eduction of educational personnel and the relationship of NIE to other agencies.

Educational Research

1. One criterion for the selection of research topics should be the feasibility of widespread implementation of the research findings. (1)

2. More concern for human values in research is needed, not just a new mechanism.

3. Instead of investing heavily in new research, collate, assess and disseminate research already available. Results have not reached the grass roots, not even the Getzel list. (1)

4. The proposed areas of investigation seem far removed from usual research designs. They are demonstration areas for which NIE does not have sufficient funds. (1)

5. Concentrate on basic research .

6. More research is needed on "functional secondary education" for adults who are disadvantaged. (1)

7. NIE should stimulate and support major "programmatic research" because (a) it would put researchers in closer touch with a common data base (b) it would enable administrators to monitor changes over time in a particular educational system (c) it would yield longitudinal data (d) it would provide training resources for researchers.

Organization

1. A new organization and more money will not necessarily solve the problems of education. (1)

2. Face the fact that NIE may be a new organization and an excuse for non-action. (1)

3. A Department of Education is required. (1)

4. NIE and OE should be parallel structures with both reporting to the Secretary of HEW. Otherwise OE will be overshadowed. (1)

5. NIE should report to the Commissioner of Education. (1)

6. The organizational plan is seen as tentative for Congress and OMB until "scholars and bureaucrats" decide what NIE can accomplish. (1)

7. There is a real need to prevent political interference in the organization.

Education of Educational Personnel

1. Include the concept of inservice training and development- a center for Professional Development rather than a Center for teacher education.(2)

2. Train State educational personnel who can give better guidance and support in time of stress. (1)

3. There should be a National Center for Teacher Education to (a) plan and assess teacher preparation and performance (b) expand the knowledge base regarding teaching (c) provide for materials and development (d) provide a program of career development. (1)

4. Use the teacher education funds to disseminate what is known about teaching. (1)

Objectives

1. The Objectives and areas are so broad that they are not researchable. (2)

2. Objective IV is not an end in itself, but will be accomplished by the first three objectives. (1)

3. Include a consideration of the handicapped in the section on objectives. (1)

Advisory Council

1. Include representatives of professional organizations in the membership.(1)

2. Include practitioners in the membership. (1)

3. Do not include federal officials on the council . Their agency concerns may interfere with developing NIE in the best R&D interests. (1)

4. There are too many advisory groups for NIE. (1)

Budget

1. The budget is too small for the proposed tasks. (1)

2. Include in the budget the indirect costs of training new manpower and building and improving institutions. (1)

3. If the R&D Centers and Educational Labs are continued at present strength, much of the NIE budget will have to be used for them. (1)

4. The research, development and dissemination functions for the budget are too pat. We do not know where the funds should go. (1)

Societal Concerns

1. The problem of the breakdown of the social fabric in most schools is a most important problem. (1)

2. The proposed NIE may detract from the "real need" of education which is massive federal support for the operating expenses of the public school system. (1)

Other Sources

1. For ideas on teacher education see the AACTE proposal to the Ford Foundation for National Institute of Teacher Education. (1)

2. A narrow range of persons was consulted in preparing the preliminary draft. Include more higher eduation personnel, legislators, economists, "public citizens" etc.

3. The AFT claims it was not consulted (correspondence would indicate otherwise) and asks for an input at an early planning stage.(1)

Dissemination

1. A systemmatic means for transmitting data is required and should be incorporated into the plan. (1)

2. NEA could make a key contribution to NIE in the area of dissemination (1)

Experimental Schools

1. Money aspects must be changed to change schools. Changing just one aspect of a school has not worked. (1)

2. To obtain changes in schools, programs must last at least 5 years.

R&D Institutions

1. Pay attention to the political and social problems of the R&D

Methods of Operation

1. A phase I plan is requested during which time respected behavioral scientists and educators map out problems and work on the controversies within education. (1)

2. Include practitioners in the planning as well as the operation.

MisEducation of the Disadvantaged

1. Before starting programs examine the objectives of the various ethnic groups. (1)

2. NIE seems to have relegated vocational education to the area of the disadvantaged. This is regreted (1).

Evaluation of NIE

1. There should be a plan to evaluate NIE

R&D Linked to Practice

1. R&D input should be oriented to "users". The NIE draft is oriented to researchers and universities (1).

Technology and Media

1. A "Sesame Street" is needed for adult education (1).

Professional Organizations, other than Education ($\frac{10}{26}$)

Educational Research and the organizational structure of NIE were the most frequently mentioned concern by the non-educational professional organizations. However no issue was of concern to a majority of respondents in this category.

Educational Research

1. More evidence is needed of a fresh start in research, including an anthropological approach and epidemiological studies. (1).

2. Inadequate attention was given in the report to the input and output of higher education (1)

3. Explicitly study the "Hawthorne" effect. (1) (Desmond Cook did a study of this issue in 1967)

4. Besides abstract work, studies are needed of what happens as learning succeeds (1)

5. A topic for consideration is the amount and character of student talk about their work outside of class time (1).

Organization

1. Do not separate NIE from Commissioner of Education (1)

2. Should there be a division of elementary and secondary education in NIE (1)

3. Further clarification is needed of the functional roles of OE and NIE (1)

4. The Directorate for R&D overlaps with the Center for Educational Studies (1).

Relationship to Existing Agencies

1. The analogies to health and agriculture are not accurate. It is easier to point to achievement in those areas than in education (1)

2. The R&D budgets in health are for all of NIH, yet for education it was compared to the budget in NCERD, not the total OE research budget - an unfair comparison (1)

3. Comparisons of various agencies shows that the amount of money invested is not correlated with results (1)

4. It is feared that NIE will become the domain of the "educationist" as OE is. (1)

Advisory Council

1. The council should deal with policy not administration (1)

2. Federal officials are not good members of advisory councils. They do not go to meetings (1)

3. Include representatives of the educational publishing field on the council (1)

Other Sources

1. Consult ethnic - minority groups. This was not done for the preliminary plan (1)

2. The APA will provide names of psychologists who will be willing to serve on planning councils or as NIE staff.

Methods of Operation

1. Devise a mechanism to insure the work of more social scientists in NIE (1)

2. Include educational publishers in the planning (1)

3. NIE, like NSF, should give grants to applicants who devise their own proposals (1)

Director and Staff

1. The director should be a level IV position.

2. Select the staff slowly to get competent people (1)

Objectives

1. The plan should be explicit in its concern for higher education as it is for other areas (1)

Social Concerns

1. Parent disrespect for teachers is a large problem (1)

Education of Educational Personnel

1. Develop research manpower by funding graduate study in various areas related to education. (1)

Scope of Education

1. The report concentrates on improving the existing system. Instead we need to try new systems and mechanisms for learning (1).

Career Needs

1. There is very little in the plan on professional education, nor have professionals from various areas been involved with the NIE document (1)

Technology and Media

1. Study and assessment of the influence of commercial broadcasts and print media in helping to shape student cultural attitudes is needed (1).

** Office of Education Employes ($\frac{10}{15}$)

The employees of OE who reacted to the preliminary draft had more numerous comments than most other groups. Their major concerns were the organization of NIE and its relationship to other existing agencies, particularly to OE. Most of the comments related to the function of the employee in a particular bureau.

Organization

1. There is agreement that there should be a single national institute in the formative years of NIE (1)

2. Making OE and NIE parallel will result in conflict and duplication. The objectives of greater visibility and higher civil service grades to attract staff can be better met by a Department of Education

3. More careful delineation of NIE functions and its relationship to NIE are needed. (1)

4. The role of NIE is not really defined. There are no criteria for establishing quality.

5. There is no adequate mechanism for a communication linkage between OE and NIE (1).

6. Establish a communication coordinating group in the Office of the Directorate instead of in the Division of Research and Development resources. The linkage function cuts across all areas of NIE (1)

7. Both the center for Educational Studies and the Directorate of Research and Development appear to be line functions while the Directorate of Programs seems to be a staff function. This may lead to conflict. An alternative is to put all specialized staff in the Directorate for Research and Development and staff management in the Deputy Director's office and then put work teams together for programs (1)

8. What research and development enterprizes not in NCERD, but in OE, should be in NIE? (1)

9. It is good that R&D for the Handicapped will remain in OE. The program is viewed as a mini NIE, but one which left alone can serve as a pilot program for NIE (1)

10. The strength of the NIE plan is in seeing that different kinds of R&D require different kinds of management (1)

11. The size and type of institute changes the fundamental place of R&D in education. This role should be thought through as well as its place in education policy formation (1).

12. How R&D is institutionalized is also a political concern (1)

13. Matrix management is a good idea, but has not worked in OE. See why it failed (1)

Relationship of NIE to Existing Agencies

1. The NSF - OE comparisons are unfair. NSF has had 10 years to develop curriculum projects, while OE has had only 5 years. (1)
2. The R & D comparisons to other areas are good. (1)
3. Will OE have an active development role when NIE comes into existence? What are the chances for conflict between the two agencies? (1)
4. What provisions are there for NIE to use evaluation information of the Bureaus in OE? (1)
5. How will NIE capitalize upon existing relationships between OE, SEA's and LEA's for field tests and demonstrations? (1)
6. Study the relationship of NIE to NSF and the National Foundation for the Arts and Humanities. (2)
7. What will be the relationship of NIE to NIMH and NICHHD? (1)
8. NCEC can be a major marketing arm for NIE, but NCEC should retain R&D funds for quality control of its own programs. (1)
9. State and NIE relationships should be structured for policy input and the development of linkages rather than for developing State R&D capacities. R&D is too complex for State to undertake. (1)

Objectives

1. The objectives are too general. Provide specific examples. (1)
2. The development of program elements is good. (1)

3. To "illuminate" the nature of education's problems is a complex problem requiring information from a wide range of sources. Use data often not considered, such as is contained in census reports. (1)
4. For fair conclusions refer to OE's concern for program areas in the past years. (1)
5. Most objectives can not be reached until the NIE budget is 4 times larger.
6. Whatever problem or objective is selected for initial attack it should be seem as "significant" or capable of solution or felt impact in 5-7 years. (1)

Dissemination

1. There are insufficient procedures for information flow. (1)
2. A management oriented data base is needed on the R&D activities in federal agencies. (1)
3. What provisions are there for coordinating the planning and support of innovative programs along with OE? (1)
4. Information transfer can't be done by journals. Skills and practices must be transferred. This is best done by setting up local centers which relate to State and Federal centers.

Educational Research

1. R&D is needed on structures and strategies for diffusion of R&D output. (2)
2. Deal with anticipated problems, not the daily problems of education. (1)

3. More detail is needed on decentralization of R&D. (1)
4. Retain funds for mission oriented research in OE's bureaus. (1)
5. New research may require new techniques such as the "convergence technique" developed by NIH and used by NCERD on the reading problem. (1)

Other Sources

1. Look at other National Institutes for strategies for improving education. (1)
2. Education Research and Development in U.S. (1)
3. See the "Manpower Act of 1970" pp 1041-1071 for plans for a Federal Institute for Manpower Education and Training. (1)
4. The Department of Labor is considering an "Institute of Training." (1)
5. Pay more attention to the social and political sciences to provide social services. (1)

Methods of Operation

1. For Congressional hearings include impediments to OE's ability to handle R&D. (1)
2. There are conflicts in the plan: (a) priority areas are given, yet it is stated that work will be done in all areas (b) school-community strength is advocated but curriculum is to be developed by scholars. (1)

3. More sophisticated and demanding criteria are needed for the approval of grants than OE has. (1)
4. Detail is needed on how NIE will operate. Contracts? Grants?
5. Who will operate a comprehensive program of early childhood education. (1)

Education of Educational Personnel

1. The report underestimates the shortage of R&D personnel. (2)
2. There is a shortage of "change agents" for SEA's and LEA's. NCEC presently has a project on change agents in 3 States at present. (1)
3. Use more strategies for manpower development, such as apprenticeships, research technicians, short term intensive training programs at full salary. (1)
4. There is a need to select highly qualified people: improve the selection procedures. (1)

Director and Staff

1. The personnel system is good. (1)
2. What ratio of staff will be professional cadre and what percentage will be non-civil service? (1)
3. It is "inherently dangerous" to staff NIE with non-civil servants. It will "undermine American democracy" to place the responsibility for educational reform in the hands of political appointees. (1)
4. The head of NCERD can be a GS-18. The report indicates it can only be a GS-17 which weakens the position of the job. (1)

Miseducation of the Disadvantaged

1. Include the socio-economic issue of racism. (1)
2. Start with the pre-natal care of the mother. (1)

Assessment and Evaluation

1. Think more about the evaluation of policy research. (1)
2. What kinds of measures are related to which goals is a policy question? (1)

R&D Institutions

1. The section on R&D performers is sketchy. (1)
2. How will R&D Institutions relate to each other and a national strategy for the support of R&D? (1)

Advisory Council

1. A policy group should see that NIE focuses on the priorities of operating agencies. Include representatives of OEO, NSF, and NCEC.

Higher Education

1. What will be the relationship of NIE to the proposed National Foundation for Higher Education? (1)

Comparative Education

1. Pay more attention to intercultural understanding and attitude formation on the part of students. (1)

Use of Resources

1. Explain the statement that teachers' salaries are increasing without increased teacher productivity. (1)

Budget

1. Much greater funding is needed than is stated in the report. (1)

Center for Education Studies

1. The scope of projected work is too narrow to attract competent personnel. Perhaps the intramural activities need broader conceptualization. (1)

Former Office of Education Officials $\frac{5}{5}$

The important issues to the former OE employees who reacted to the preliminary draft of an NIE plan were the relationship of NIE to existing agencies, the advisory council for NIE, the budget, the organizational structure and the staffing plan.

Relationship to Existing Agencies

1. Treat the relationship of NIE to the R&D center and Regional Labs more specifically for Congressional hearings. (1)
2. NIE should supplement and coordinate the network of activities in the R&D centers and Educational Labs. (1)
3. NIE should coordinate all federal educational research. An overall policy for research is needed as well as evaluation of program scope and impact if this is to be accomplished. (2)
4. Spell out why OE can't serve the NIE mission and what role OE will have when NIE exists. Besides the management of States grant and formula grant programs, OE could have a role specializing in training and technical assistance, for example. (1)

5. There is overlap between proposed NIE programs and OE's programs such as the Title I, ESEA task force. (1)
6. The comparison of R&D funds in various agencies is good. (1)

Organization

1. A Department of Education would help ease the problems.
2. The head of NIE should report to the chief education officer.
3. Congress should not legislate the organization as the report indicates. The agency and advisory council can be legislated and given options to establish the organization. (1)
4. NIE should be independent of HEW. (1)
5. Anticipate how the proposed units will interact and how you can assure that the institutional goals of NIE remain paramount. (1)
6. Has the kind of organization used by NASA for the Apollo and Mercury projects been considered as an alternative to standing centers? Bureaus often develop their own communication lines with Congress and interest groups. (1)
7. If NCES and NCEC are left in OE how will NIE be assured easy access to these units? If they are in NIE how will OE be assured that NIE raises the operating questions for these units needed by OE? (1)

Advisory Council

1. The advisory council is not a sufficient way to get the consumer involved in setting objectives for development and dissemination. (1)
2. There should be continuity to the membership to reduce political decisions. (1)
3. Guard against the council becoming the captive of any part of the educational establishment. (1)
4. Include scientists, lay-men, foreign scholars and educators in the council for autonomy and a broad orientation. (1)
5. The number of advisory groups planned for NIE is worrisome. OE had many with ill-defined missions, no budget or staff and very narrow areas of concern. There is a diplomatic concern but do not repeat the fragmentation of OE. Let NIE have one advisory council and give it funds apart from S&E funds and a small staff. (1)

Budget

1. The budget should be larger. Planners should make known the needs but not compromise needs to fill expectations. (1)
2. Congress should make a dramatic commitment of new money ($1 billion for 5 years) to show its serious intent for NIE. (1)

3. Reconsider the funding strategy. The logic is good but (a) most NCERD money is probably committed and (b) if there is a change in administration in 1972, NIE might receive low priority if not fully established. (1)
4. NIE needs the capability to resist "short-term" budgeting such as title IV of ESEA has.
5. Some "try-out money" is essential for the flow of information between OE, NIE, other federal agencies, SEA's and LEA's.

Director and Staff

1. A 5 year term for the Director would help reduce short term political decisions. (1)
2. The role of the Directorate of Programs sounds like what the role of the Commissioner of Education should be. (1)
3. NIE should have more GS-18's.
4. The idea of the problem task force is good. Whose voice will count regarding promotion of task force leader or unit director? How will a person be freed from duties to participate? How can it be built into career development? (1)
5. The proposals to give the staff necessary status are good. (1)

Other Sources

1. There may be models in the Defense Department of mergers of the service units to help with problems of relationship. (1)
2. The report of the Commission of Instructional Technology was viewed cooly by the White House, but it would be a mistake to ignore it.
3. The Education Policy Commission of NEA had a role similar to the "illumination of problems". That role could be examined for ideas. The Commission was discontinued but no group has taken its role. (1)
4. The former DOD management analysts would have good ideas on different organizational structures as would Dwight Ink from the Asche commission. (1).

Educational Assessment and Evaluation

1. The concern for evaluation and assessment is good. New methodologies are sorely needed. (1)
2. It is politic to cast the issue in terms of State and local use. (1)
3. NIE should take the responsibility to analyze, on a continuing basis, the findings of the National Achievement Project of the Education Commission of the States. For some reason the commission is hesitant to thoroughly analyze its initial findings. (1)

Educational Research

1. Where NIE shares resources with SEA's, divide up those areas on which states and the federal government will work to avoid overlap. (1)
2. Priority should be given to research focusing on State management of education. The quality of education will be largely determined by future State leadership. (1)
3. The listing of research landmarks are helpful so that people know the level of the problem the report is aimed at. (1)

R&D Linked to Practice and Dissemination

L. R&D needs the help of evaluation and dissemination. Leaving dissemination to the SEA's and LEA's and private agencies has failed. (1).

2. Don't dissipate limited NIE research funds to state and local R&D. SEA's and LEA's don't have the capacity to effectively share findings. (1)

3. Stress the dissemination of information as well as the gathering of information. (1)

Demonstrations

1. If demonstrations are a major area NIE should take on the demonstration projects of OE. Part of their lack of success has been their fragmented coordination. (1)

2. There may be a problem of NIE getting too bogged down in administrative problems with demonstration projects. Yet research not followed by carefully conceived demonstrations soon drifts away from the emergency needs of the schools.

Objectives

1. The objectives are good but should be reordered to stress III and IV. Only later should NIE get involved in administering programs, schools and experiments. (1)

2. Within the objectives given, high priority problems should be (a) learning (b) attitudes and behaviors - the by-products of learning-and (c) educational technologies that reach beyond the classroom. (1)

Education of Educational Personnel

1. R&D manpower programs are dubious. Fellowship programs in OE did not achieve their goals. Instead increase the investment in research and good people will be attracted. (1)
2. More R&D manpower is needed. (1)

Center for Education Studies

1. The Center is viewed as a place to develop R&D strategies. (1)
2. The role of the Center needs careful thought. A federal agency should not develop a national social studies curriculum but it can make grants to develop a curriculum. (1)

Miseducation of the Disadvantaged

1. The disadvantaged fall further behind as they progress through school, rather than maintaining the same comparative deficiency. (1)

Higher Education

1. What will NIE do about the proposed National Foundation for Higher Education. (1)

Scope of Education

1. It is important for NIE to concentrate on "education"

Evaluation of NIE

1. It is essential that there be outside evaluation of NIE as a management control to assure that NIE is moving in intended directions. Perhaps this could be done with OMB as an example to other agencies. (1)

Transition from NCERD to NIE

1. Set up a task force to work out details of NIE on a contingency basis so that you are ready when Congress acts. (1)

Operation of NIE

1. It is doubtful that the Directorate of Program should assume direct operational responsibility for experiments on a large scale. Its grants and evaluation should reach to all kinds of organizations. (1)

R&D Institutions

1. More discussion is needed of the relationship of NIE to universities. It will be hard to hold a high level permanent staff in Washington. (1)

Comparative Education

1. The reference to comparative studies is good.

*** NSF Employees $\frac{3}{8}$

A considerable number of comments were received from NSF officials. However, no issue was of central concern to this group.

Educational Research

1. Do not overpromise results or there will be disappointments. (1)
2. Research is needed on nutrition, physiology, obstetrics and genetics - pre-natal intelligence. (1)
3. Greater emphasis should be placed on research and implementation of administrative and organizational reforms, such as the system of tenure, retirement, and certification which tend to lock people into their jobs. (1)

Societal Concerns

1. State more clearly what the failings of society are which fall outside the responsibility of education. (1)
2. Viable options are needed to meet the requirements of individual development and the social good. (1)
3. The emphasis on humanism causes concern. The humanistic values are good, but a humanistic approach does not work for problem solutions. (1)

Relationship to Existing Agencies

1. The analogy to health and agriculture is dangerous because ther are no agreed upon values in education. (1)
2. The charts with comparisons to medical personnel show that medicine is not very good. (1)

Advisory Council

1. What will be the relationship of the National Academy of Education to the advisory council. (1)

2. The NSF board approves programs. Since board members have definite terms they aren't subject to the pressures of Congress and the Executive Branch as program administrators are. (1)

Organization

1. The organization is not as important as the selection of good men. (1)
2. Be careful of creating special purpose institutions and researchers which are a liability when funding patterns change. (1)

Director and Staff

1. The staffing plans are creative. Is short-term staffing really feasible? (1)
2. Can proposed "fellows" be foreigners? (1)

Other Sources

1. Will Research for Tomorrow's Schools authors have an opportunity to make an input into the R&D agenda? (1)
2. "The Humanistic Movement in Psychology and Education" by Lloyd Humpreys (attached to response to document). (1)

R&D Linked to Practice and Dissemination

1. Do not assume other agencies will pick up improvements. NSF has always had to support implementation if an idea is to be introduced according to the author's concept. (1)

2. Conflicting values is the reason many ideas are not known and used. ERIC can't be used as a Chemical Abstract. (1)

Miseducation of the Disadvantaged

1. The statement that the deficit in learning among the deprived increases as education continues is erroneous and places more responsibility on the schools for the deficit than is the ease. The error is due to the fact that age and grade units are not equal, but become "progressively smaller as development continues". Standard score units or quotients of mental age to chronological age are the "only defensible units" (1)

Higher Education

1. What will be the relationship of NIE to the proposed Foundation of Higher Education? (1)

Transition from NCERD to NIE

1. Has the attitude of OE's existing clientele been considered? Won't they try to keep NIE an OE in fact? (1)

Comparative Education

1. NIE could make progress faster if it sought out discoveries abroad and tried to apply them at home. (1)

Experimental Schools

1. Do not have them in the pattern of university laboratory schools, but as a joint management of certain schools with a public school system. (1)

School Organization

1. The improvement of the organization and administration of education is a core concern. (1)

*** Employees of Other Government Agencies $\frac{4}{6}$

The comments and suggestions of employees from government agencies other than OE and NSF reflected no main issue of concern.

Objectives

1. The organization of areas leads to duplication. The PSAC method of organization is preferable.

Miseducation of the Disadvantaged

1. This is really a subtopic of quality education. (1)

R&D Linked to Practice

1. The public needs a clear understanding regarding research and the implementation of findings. (1)

Assessment and Evaluation

1. A separate area on standards, goals and evaluation is preferred because this is (a) intellectually a difficult area (b) initial inhouse NIE activity should be education. (1)

Educational Research

1. Include basic research with applied research so that basic research will thrive.

Organization

1. Matrix organization for extra mural research may lead to conflict and make it difficult to formulate different programs.

Other Sources

1. Hendrik Gideonse, "Policy Framework for Educational Research" Science Dec. 4, 1970, Vol. 170 (1).

2. Submit the NIE proposal to James Colman, James Shannon and Joseph Froomkin. (1)

Education Consulting Firms $\frac{8}{37}$

The various consulting firms that commented on the preliminary draft raised a wide variety issues, but no issue stood out as the central concern.

Relationship to Existing Agencies

1. The comparison to medicine and agriculture is doubtful due to the private and specific nature of these fields.

2. The analogy to agriculture is good. The Educational Laboratories may perform a regional function-but not very well.

3. All private institutions be included for NIE to work with. (1)

Educational Research

1. How much of the proposed research is OE now doing? (1)

2. Use the reflective method instead of the traditional scientific method. (1)

3. The Getzel list is from psychological studies. Does that mean there is a more fundamental problem than will be asked by an institute or does it say that judgements of successful contributions to education are wrong? (1)

Objectives

1. Strengthen the point that the illumination of problems must proceed the setting of priorities. (1)

2. It is feared that objectives III and IV (obtaining a rigorous R&D establishment) will be achieved without progressing on Objectives I and II. (1)

Miseducation of the Disadvantaged

1. Treat all those inadequately served by the present system-handicapped,occupational groups, ethnic groups. (1)

2. All the proposed programs have been tried to no effect. We don't know how to put the programs into effect. (1)

Societal Concerns

1. The plan pays little attention to the role of parents and the public in the educational process. This is politically unwise. (1)

2. Society, not the educational profession, is responsible for determining what is taught. (1)

R&D Linked to Practice

1. The basic concern is the implementation of research . (1)

2. Change may not occur because we do not understand the basic process of change in social program areas where changes are behaviors in people. (1)

Use of Resources

1. Cases can be provided where the reduction of the rate at which resources were made available would be a real service. (1)

Educational Assessment and Evaluation

1. Include the concept that tests are used in instruction- to teach, place, disapprove and provide a realistic report to parents. (1)

Education of Educational Personnel

1. The report does not give enough emphasis to personnel other than teachers. (1)

Other Sources

1. Hendrick Gideonse, "Policy Framework for Educational Research," Science, Dec. 4, 1970, Vol. 170. (1)

Evaluation of NIE

1. Use the reflective method on your own organization. (1)

Director and Staff

1. Program managers should spend time in projects working in the field to keep in touch with the work situation and to avoid a "top-down" management approach. (1)

Experimental Schools

1. NIE needs a series of institutional settings. Consider how far NIE should go in setting up its own schools, school districts, etc. (1)

Advisory Council

1. Who chairs the meetings? How are members selected? Is there a limit to two terms or two consecutive terms? (1)

Technology and Media

1. Technology is a means to support personnel in new teaching roles. Alone technology raises concern for an impersonal system. (1)

*** Foundations $\frac{4}{14}$

The respondents from foundations did not have many comments regarding the plan for NIE. The comments that were received are as follows.

Objectives

1. The setting of priorities is difficult if at all possible. (1)
2. State what NIE will not be as well as what it will be. (1)

Educational Research

1. It is questioned whether results can be achieved on educational research, even with an investment of millions. The problems are very difficult. (1)

2. It is requested that the report be hard headed on the issue of the return for dollars from money the government has put into educational research, including Labs and Centers, in the past decade. (1)

Relationship to Existing Agencies

1. Comparisons to the medical profession is poor because the profession is often slanted to the products of a company. (1)

Societal Concerns

1. Even if problems are due to societal failings, education can help to alleviate them. (1)

Education of Educational Personnel

1. Education profession is not the same as law or medicine due to traditions and roles. Everyone feels able to contribute to education. (1)

R&D Institutions

1. Why must a large research project have all participants at the same institution, especially with good communication available. (1)

*** Curriculum Developers $\frac{8}{8}$

An extensive array of comments was received from the 8 Curriculum developers who responded to the initial NIE plan. Main concerns were the director and staff of NIE, the linkage of R&D to practice, and educational research. There was particular concern for the type of staff to be selected and ways to implement R&D.

Director and Staff

1. Get the staff first and then create an organization that permits them to flourish. (2)

2. It will be hard to get first class people to work on someone else's grand scheme. Researchers want to work on their own problems. (1)

3. In hiring staff pay attention to each person's convictions about education. (1)

4. The "critical mass" of personnel should include teachers. (1)

5. Risk some money on iconoclasts. Some "frontier workers" may be blind to fruitful alternatives. (1)

6. Feedback will be needed from lower echelon staff to higher level governance. (1)

7. Who hires and fires? Where is the power?

R&D Linked to Practice and Dissemination

1. Work on plans to implement existing R&D. (1)

2. How do you beat the inertia of the system plus time needed to obtain change. (1)

3. Teachers are an obstacle to R&D. They realize technological change is not sufficient. They must be involved in the R&D process. (1)

4. Encourage R&D in teachers' unions. The unions will be a power in education and are needed to get R&D into classrooms. (1)

5. A Dr. Spock is needed for teachers. He knew children and mothers and gave simple advice. (1)

6. Information transfer is not the issue; rather the issue is to give teachers time to talk to each other and to visit classrooms (1).

Educational Research

1. Concentrate on small scale experiments because of the limited research talent available. (1)

2. Narrowing the boundaries of a problem often leads to a new problem that no one cares about. Instead, try to enlarge the R&D process to take on real problems. (1)

3. Evidence is needed of a local commitment to R&D. For instance, do local school districts tax themselves for R&D? (1)

4. Research is needed in school settings. We know what happens in laboratory settings. (1)

5. Does the Getzel list provides generalizable knowledge? has it had an impact on practice? (2)

6. A curriculum research laboratory is needed to list the activities most citizens have to perform. (1)

7. Review reports of research carried on by sound methods as a basis for further studies, even though this is a time consuming task. (1)

Educational Assessments and Evaluation

1. Is it really true that progress in the development of assessment tools sets the pace for other kinds of educational progress? (1)

2. Include a program to devise ways to assess at least some aspects of teacher proficiency. (1)

3. Assessment is only of value in the service of an instructional program. In other roles it simply eliminates the "less fit." (1)

4. Standarized tests are not good measures of school output unless it can be shown that the results correlate with the type of life the graduates live.

Education of Educational Personnel

1. Public scrutiny of teacher performance is needed to overcome the ingrown protective agency. (1)

2. Include funds for graduate students in grants. It is a good training device. Often the Ph.D. interfers with prductivity. This will cost more than in the natural sciences because education graduate students are older, have family responsibilities and are asked to do other things for a degree and thus their program lasts longer. (1)

3. Give grants for the education of personnel only to institutions involved in actual R&D training. (1)

4. NIE could take on training personnel for development work. (1)

Other Sources

1. Chapter 4 of Life in Classrooms by Philip Jackson for a report on the autonomy of teachers. (1)

2. Pierre Boulle The Test. (1)

3. John Hersey The Child Buyer (1)

4. Thomas Briggs, Inglis lecture given at Harvard University in 1930

Methods of Operation

1. In providing grants examine a person's record of developing new capabilities as his work proceeds. (1)

2. A mechanism is needed to know what could go wrong and how to recognize it. (1)

3. A detailed start up plan is needed. It would make a sizable difference in the later operation of NIE. (1)

Relationship to Existing Agencies

1. Education is not like other areas in that it involves values and thus can't as easily demonstrate achievements.

2. What are the present OE objectives and what will they be when NIE comes into existence? (1)

Use of Resources

1. Systems analysis and operation research is rejected for school decision techniques. (1)

2. What would be incentives for effective use of resource allocations? (1)

Organization

1. What does NIE offer that is not a potential of OE?

Curriculum

1. Subject by subject curriculum revisions have failed in the past. (1)

2. It is hoped that the emphasis on technology does not rule out better understanding of subject matter without involving new technology. (1)

3. Curriculum is the fundamental issue. Research must be planned to help determine the curriculum. (1)

Societal Concerns

1. Education is the concern of the entire knowledgeable community Educators can't understand all disciplines and how children relate to them. (1)

2. The function of NIE is to "disturb the public" by publicizing the failure of schools to provide principles to guide thinking about education by the public. (1)

3. Emphasize the importance of tradition in hampering proposals for significant change in education programs. (1)

Miseducation of the Disadvantaged

1. Include studies of what is learned in school and what is known already when students come to school. (1)

2. Emphasize the need for curricula for the disadvantaged. (1)

Experimental Schools

1. Set up an experimental school for middle class students to show how education can top advantages of socio-economic background. (1)

2. Can NIE devise means to increase the influence of experimental schools on general practice. (1)

School Organization

1. Setting objectives, curricula etc is not necessarily a function of administrators or organizers of the system. (1)

2. The AFT could study staffing patterns to personalize instruction. (1)

Technology and Media

1. Provide a separate task force for each medium (1)

2. Television is fine but do not ignore first hand experience. (1)

Center for Education Studies

1. This should be a place for philosophers and educational philosophers (1)

2. Consider attracting personnel from teachers unions and organizations of classroom teachers to the Center. (1)

Objectives

1. The objectives are a standard list. (1)

Scope of Education

1. The scope is too narrow. The system should produce students with a "growing capacity for thinking and feeling" -- student who have learned how to learn. (1)

Evaluation of NIE

1. There is no clear statement of a basis upon which to evaluate NIE. (1)

Budget

1. Be prepared to spend more if talent and ideas are obtained. (1)

Comparative Education

1. There is not enough attention to foreign planning efforts. (1)

Foundations of Education

1. The support of work in disciplines that promises to strengthen education is difficult. Where do you draw limits. (1)

Career Needs

1. Do not emphasize vocationalism, but prepare students to learn while they are working and to develop attitudes through long periods of experience. (1)

R&D Institutions

1. Do not sell universities short. They contribute some of their own money to support research as they know how to train researchers. (1)

*** State Departments of Education

Approximately one third of the State Departments of Education sent in responses to the preliminary NIE plan. Underlying all the issues raised by this group was a concern for the relationship of NIE to existing agencies (particularly a desire to see NIE subject to the Commissioner of Education) Educational Research, and the linkage of R&D to practice.

Relationship of NIE to Existing Agencies

1. What is the future of the Regional Labs and R&D Centers? NIE should support and strengthen the Labs and Centers rather than prevent them from maturing. (3)
2. The relationship of NIE to states is a matter of concern. NIE should develop a national program of developing products and techniques related to State program of adapting and installing such techniques. (1)
3. State and local agencies should have a voice in planning NIE. (1)
4. NIE should develop a relationship with the Education Commission of the State. (1)
5. These should be more governance at the State and local levels. (1)
6. How can NIE help SEA's and LEA's respond to individual needs of youth. (1)
7. Education is the responsibility of the States. (1)
8. A single national policy is needed between NIE and OE. This is important for dealing with SEA's and LEA's. (1)
9. The NIH and agriculture models are inappropriate for NIE because the issues of education don't quantify easily. (1)
10. Pattern NIE after NSF; that is a flexible institution. (1)
11. Another institution is not needed unless it is truly interdisciplinary. (1)

Educational Research

1. Labeling research basic and applied is not useful. It is the long and short term implications of research that matters.
2. It is realized that basic research is limited in the

plan. But ways are needed to involve State and local people in basic research. It is a professional necessity for "job satisfaction." (1)

3. R&D must be tied to educational improvements (1)

4. A broad R&D program is needed to cover wide range of needs. (1)

5. Strengthen mechanisms to clarify what the foci of R&D should be. (1)

6. Identify what is not succeeding, what needs to be known, and what studies would help. (1)

7. Stop reporting each experiment as a success. (1)

8. Identify and field test output indicators in cognitive, affective and psycho-motor areas. (1)

9. NIE should work on national problems and SEA's should work on State problems in the research realm. (1)

Organization

1. NIE should be subject to the Commissioner of Education not separate from OE. (6)

2. The Director of Programs, the Director of Research and Development and the Director of the Center for Education Studies are not functionally distinct. (1)

3. It is agreed that multiple institutes would not work. (1)

R&D Linked to Practice and Dissemination

1. The linkage of R&D to practice is an important issue. This rather than research is the central problem. (2)

2. By whom and how will the probability of the implementation of products be determined. (1)

3. NIE should not get too involved in dessimination. SEA's can do this better. (1)

4. For diffusion to be widespread, local and state involvement should be emphasized. (1)

5. The two-flow information need should be emphasized. (1)

Objectives

1. The objectives are good. (1)

2. The procedures for setting priorities are too brief. (1)

3. The objectives should consist of what the people want, not what the federal government wants. Consult more sociologists, economists and political scientists. (1)

4. Include the handicapped specifically in the objectives. (1)

5. More clarity is needed on how the objectives will affect the learning process for individuals. (1)

Use of Resources

1. Money cycling is big problem for States. (1)

2. The cost of education and then quality of education is of concern to the public. Data on the returns of education are needed. (1)

3. Administrators would like studies on performance contracts and voucher systems. (1)

4. Identify, study, and pilot new funding patterns for federal, state, and local programs and include the percentages going to capital, incentives, technical assistance and independent audits. (1)

5. Pilot and study the concept of the year round school. This is of interest to the National School Boards Association and the National Association of State Boards of Education. (1)

Other Sources

1. Have a task force to visit the scientific community. Use more political scientists, sociologists, economists etc. (1)

2. Contact Warren Hagstrum, James Colman, John Johnston, Bruce Echland , Robert Dentler, Burton Clark, Glen Hall Elder Jr. regarding NIE. (1)

3. Only one Southerner from the educational community was consulted for the first NIE draft. Include more people from all segments of education. (1)

Budget

1. NIE should grow slowly and have funds grow slowly. (1)

2. Discretionary funds are needed for non-targeted research. (1)

3. Sixty percent on R&D funds should go to State agencies on the basis that university centered research has not provided results. (1)

Societal Concerns

1. Society, not educators, decided what should be taught. (1)

2. The politics of education is a problem for states. (1)

Advisory Council

1. The plan for the council is a good one. (1)

2. It is questioned whether "apolitical" council members can be found. (1)

3. There should be state and local representation on the council. Includes parents and students too. (1)

Director and Staff

1. The flexible staff plan is good. (1)

2. Practitioners are needed on the staff to avoid the "over-promise" of results by those who do not understand the problem. (1)

Technology and Media

1. Any help for teachers in simplifing the use of technology is good. (1)

2. The reference to media is too limited. Include the 16 mm film, overhead projectors, chalkboards, etc.

Methods of Operation

1. The plan for the involvement of locals is inadequate. There is a vast sociology literature on the topic of local involvement and achievement of reform that should be reviewed. (1)

2. Help SEA's and LEA's justify the investment of part of their budget in R&D activities. (1)

Miseducation of the Disadvantaged

1. Consider the school itself as a social organization which contributes to the development of the disadvantaged. (1)

Education of Educational Personnel

1. The idea of training SEA and LEA staff members is important. (1)

Demonstrations

1. This section is too limited in its coverage of education problems. What about the gifted, the handicapped, etc.? (1)

Evaluation of NIE

1. There should be a plan to evaluate NIE. (1)

Career Needs

1. If NIE could provide students with skills to live effectively how would we find employment for them? (1)

Curriculum

1. In Program area II include pupil services, guidance and health

*** City School Administrations $\frac{7}{17}$

The responses of city schools was limited to several issues; however none of those issues was of concern to a majority of the schools which did respond.

Reaction was varied.

Relationship of NIE to Existing Agencies

1. There should be a direct relationship between NIE and urban schools. State Departments of Education do not have much interest in the problems of urban schools. (1)

2. It is preferable to have more NIE ties to the LEA's than to universities.

Director and Staff

1. Include more public school personnel. But it is hoped that this does not deplete school systems of their R&D staff (1)

2. Establish tenure positions or there will be frequent management changes and little opportunity for longitudinal research.

Advisory Council

1. Include more practical school administrators on the council (1)

Organization

1. NIE should not be separated from OE, but how can the Commissioner of Education also take on NIE? (1)

Other Sources

1. R&D personnel at the local level were not consulted for the first draft. Include LEA's in early planning, rather than asking them and to approve plans later (1)

Methods of Operation

1. A direct tie between NIE and research institutions supported by industrial or business organizations would be good (1)

*** Psychology (2/16)

A large number of comments on the initial NIE plan were received from psychologists. The central concerns were the organization of NIE, its relationship to existing agencies and suggestions for approaching research. Of particular concern was the issue of how NIE was different from OE and how the two agencies would relate to each other.

Organization

1. A separate Department of Education is preferred (1)

2. The plans for NIE are the same as OE now is (1)

3. The plurality of institutes in NIE is good. Add an institute on Human Learning (2)

4. The structure is good but there is a shortage of good personnel. If the "present crowd" is used don't expect results.

5. How can NIE be prevented from becoming the captive of single pressure group? (1)

Relationship to Existing Agencies

1. What is the relationship of OE to NIE? What is the division of labor (2)

2. There should be explicit communication lines between OE and NIE. (1)

3. NIE and OE should be separate (1)

4. The comparisons to agriculture and medicine are not that good. Agriculture polluted the environment with DDT. (1)

5. Include NSF and other academies in planning NIE, if they are to have an impact (1)

6. Consult more with NIMH than with NIE because NIMH had to face the problems of (a) too rapid growth with funds outstripping personnel (b) a consistent drift toward basic research with inadequate strengthening of applied work. (1)

Educational Research

1. Use the transformational model rather than the scientific model for research (1)

2. Interdisciplinary work is needed (1)

3. Do not expect too much from educational research. An alternative is to value innovative design. Teachers, not educational psychologists of ten come up with the most creative designs. (1)

4. The handling of intramural - extramural research is good (1)

5. Research is needed on the economics of education (1)

6. Research is needed on early experiences. There is some evidence for cumulative effects which questions Piget's models and the linear psychological models. (1)

Societal Concerns

1. A problem of NIE will be to develop immunity from socio - economic professional concerns and yet be responsive to social needs. (1)

2. It will be difficult for NIE to represent the diversity in the country and retain immunity from pressures in order to work objectively (1)

3. Consider the relationship between public interest and private enterprize in legislation. A "Bureau of Standards" may be needed. For example some industry programs as Gregg Shorthand have hampered better programs (1)

4. Do not expect speedy results (1)

5. Consider genetics as well as societal failings (1)

Other Sources

1. Report of the Commission on Instructional Technology (1)

2. Robert Filip's history of Title VII research provides ways to gain from experience. (1)

3. Backup documents from the Academy of Educational Development (1)

4. Consider the developments in British Columbia, Alberta and Ontario, not the "dull one" in England and Sweden. (1)

Budget

1. Fifteen to twenty percent of the funds should go to "foundations of educatic " that is educational research (1)

2. Allot 50% of the budget to the solution of major education problems (1)

3. Fifty percent of the budget should not be allotted to Program area I. We don't know how to solve problems. Instead provide a technological base so that another agency can work on problem solutions (1)

Miseducation of the Disadvantaged

1. This is a sub-problem of the matter of insufficient quality in education and the "failure of the clientele".

2. This section should emphasize skills students can learn rather than excusing the failure of the schools on the basis of environmental conditions. (1)

Educational Assessment and Evaluation

1. Place more emphasis on criterion reference tests (1)

2. Techniques of psychological development and educational excellence are needed which are not based on comparisons among individuals (1)

Education of Educational Personnel

1. Examine teacher characteristics to see if they can be taught and if not, whether they can be selected (1)

2. Bad teachers are the result of poor selection as much as poor training (1)

R&D Linked to Practice

1. People are needed at the local level who can state a problem and systematically seek an answer (1)

2. A greater emphasis on application is needed. Belgium has set up an institute to study and manage processes and means of inducing adaptive changes (1)

Director and Staff

1. There is enough talent; but do not involve the great quantities of people who have not succeeded in education thus far. (1)
2. The Director of NIE and the Commissioner of Education should be level IV position. (1)

Objectives

1. The problem of priorities in terms of levels of education is ignored, yet the system is divided into levels. (1)

Advisory Council

1. A 6 year term is good. The 4 year term at NIMH provided too little stability. (1)

Demonstrations

1. The central problem is well stated.

Transition from NCERD to NIE

1. The transition should not be smooth. Without discontinuity between the old and the new NIE will fail. (1)

Comparative Education

1. Consider whether NIE should give assistance to developing nations with different sets of considerations for education. (1)

Experimental Schools

1. Add: a school that "employs students interests in socially desirable enterprizes as a means of organizing learning activities." (1)

Method of Operation

1. Use intramural programs only if they are tied to a metropolitan area due to the difficulties of arranging for communications between such programs. (1)

Center for Education Studies

1. At first the Center produced feelings of wariness. The proposed mechanism for it is reassuring. (1)

Economics (3/6)

The several comments from economists did not center on any particular issue.

Relationship to Other Agencies

1. The analogies to agriculture and medicine are not accurate. The problems of education as a behavioral science are different and there is no profit motive in education. (1)

Use of Resources

1. There is a lack of knowledge on how to use increased resources in education if they were available. (1)

Educational Assessment and Evaluation

1. An ability to evaluate techniques and understanding of them is missing from our system. Parents do not know enough to make choices for their children. (1)

Educational Research

1. Many areas listed are already the subject of research. It may not be of good quality but recognize that it is being worked on. Otherwise people will think the problems are being solved and that NIE is not necessary. (1)

Organization

1. There is concern that NIE may be just another "big bureaucracy" - but suggestions other than what is in the plan are not given. Just recognize the danger. (1)

** Engineers (4/4)

The single concern of engineers was that consideration be given to technical education as distinct from vocational education and career education. Include provisions for the 4 year college technical education program. (3)

** Sociology and Anthropology (4/18)

The several comments received from sociologists and anthropologists follow.

Educational Research

1. It is hoped that NIE will attract more social scientists to educational R & D. (1)

Budget

1. Doing work under annual appropriations is questioned. (1)

Other Sources

1. A report similar to the preliminary NIE plan was done by Amitai Etzoni for Harold Howe II. (1)

*** Natural Scientists (1/8)

The response of those scientists who work primarily in science (rather than also holding appointments in education) was that a wide spread trial of individualization should be promoted on the basis that previous trials have not reached a critical mass in terms of duration and curricular materials. (1)

*** Mathematics (1/3)

Responses from mathematicians were:

Relationship to Existing Agencies

1. The comparisons to agriculture and medicine are good for budget purposes, but it is easier to get results in those areas. (1)

Education of Educational Personnel

1. What makes a good teacher is not known. That is a prior question to training. (1)

Scope of Education

1. The stress on lifetime education is very good. Public schools, higher education institutions and industries in an area should initiate a plan for a lifetime of education, from the beginning. (1)

Dissemination

1. NIE can set an example and have conferences on its results (without sounding like dictation from the federal level). (1)

*** History (1/1)

The response from historians indicated pleasure in being informed of developing plans for NIE and a request to include historical analysis of education problems as a necessary, but not sufficient, step toward problem solution.

*** English (1/2)

Comments from the field of English were:

Methods of Operation

1. It is hoped that the immediacy of "feeling" for problems not be lost in the analysis that must be done in order to start programs. (1)

Other Sources

1. See Brezezinski's new book for the ways in which planners omit "feelings". (1)

*** Principals (1/2)

Comments from principals were:

Education of Educational Personnel

1. Develop techniques to train teachers that the child in the classroom is the active learner. (1)
2. Concentrate in training programs, on learning not methods of instruction. (1)
3. Give consideration to how differentiated staffing could significantly improve teacher preparation. (1)
4. Doctoral fellows are questioned. Such persons often get their reputations during the program and then move on leaving the school to pick up the pieces.

Educational Research

1. Include studies of groups; appropriate size, age and group membership. (1)

School Organization (1)

1. Testimony is given for the value of having increased teacher responsibility for budget choice of equipment etc.

** School Board Members (2/6)

The concerns of school board members were the organization, the education of personnel and persons to be consulted.

Organization

1. It is doubtful that a national "frontal attack" can succeed in an "area that is basically sociological and political". (1) Such an attack works best for technological issues. (1)
2. Emphasize regional interests and cultures rather than a national education plan. Focusing on national goals is a problem for Americans. (1)

Education of Educational Personnel

1. Problems must be solved in the classroom. Thus, the key is getting intelligent, sensitive people in the classroom. (1)

Other Sources

1. The idea of NIE is good, but there is regret that in initial planning the "real decision makers" - school board members - were omitted. (1)

** Broadcasting (1/5)

The comments from this professional area were simply that the ideas included in the NIE plan for the use of television were good. (1)

*** Education Industry Products (1/4)

Finally, comments from the representatives of Education-Product industries were that a more extensive rationale is needed on the relationship of NIE to education companies so that the companies can participate in a way that protects private interest and yet provides incentives to companies. (1)